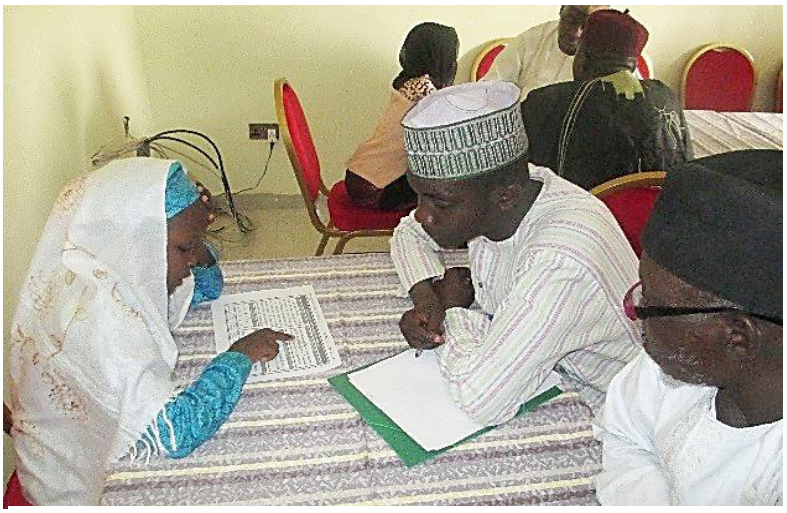
EDUCATION CRISIS RESPONSE

Learning Assessment Year 2 Baseline Report
June 2016



USAID/EDUCATION CRISIS RESPONSE

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Acronyms

ASER	Annual Status of Education Report
ECR	Education Crisis Response
IDPs	Internally Displaced Persons
NFLC	Non-Formal Learning Center
SDQ	Strengths and Difficulties Questionnaire
SEL	Social Emotional Learning
USAID	U.S. Agency for International Development

Executive Summary

This document reports the findings from the baseline learning assessment exercise carried out among internally displaced learners aged 6 to 17 years in non-formal learning centers located in four states in North Eastern Nigeria in the second year of the project. Education Crisis Response (ECR) project is currently running in 396 functioning learning centers across Adamawa, Bauchi, Gombe and Yobe states. The Project, which in its first year catered to the learning and socio-emotional needs of over 14,300 learners.

The baseline assessment exercise for the second year of the intervention was conducted in February 2016. It is a "baseline" because it assesses the second cohort of learners. As such they started their nine-month program in February 2016 and will not complete it until September 2016. A total of 1,055 learners participated in the exercise from 43 learning centers across the all 26 project local education authorities in the four states. The baseline assessment exercise was conducted to ascertain the level of the learners in reading, numeracy and social emotional competencies at their enrollment into ECR learning centers as second group of beneficiaries.

In preparation for the end line assessment exercise, ECR's Senior Monitoring and Evaluation Advisor and other monitoring and evaluation staff, conducted a three-day (re)training workshop for the enumerators. The workshop familiarized the enumerators with the various measurement tools used and their administration at the selected non-formal learning centers. The baseline assessment exercise use the following instruments:

- The **annual status of education report (ASER)** test tools, which measure learning achievement in reading and numeracy;
- the **strengths and difficulties questionnaire (SDQ)**, which measures learners' overall mental health/well-being status; and
- the **classroom observation form**, which is used to observe the teaching/learning activities in the classrooms. (Please see the Annex section of this document for samples of these tools.)

It is important to note that as a "baseline" study the results are not reflective of project intervention. The quality of improvement and judgments/ assessment of the results will be better assessed when the project has been in full implementation for at least one academic year.

In terms of the most basic of skills within literacy and numeracy, more children/ youth could not recognize letters than those who could not recognize numbers (56 vs 30 percent). The same percentage of children/ youth, about 10 percent, had functional literacy and numeracy.

There was no difference in literacy skills by language and there was no difference in numeracy skills by gender. Both of these findings are surprising according to general research trends and stereotypes.

Future research with regard to the relationship between academic performance in numeracy and literacy and SEL will be useful. All three areas (numeracy, literacy and SEL) showed no striking differences across states. Specific results are identified in the table below.

Results	
Reading	**Strengths and Difficulties Questionnaire/ Social Emotional Learning (SDQ/ SEL)**
R1 More than half surveyed could not recognize letters in the alphabet, approximately one-fifth were only able to recognize letters	**R9** Of all four difficulties subscales (emotion, conduct, peer relationships and hyperactivity) learners reported the least difficulties with conduct.
R2 All project states reflect a similar picture with regard to reading and literacy.	**R10** Conversely learners' self-reports identified the most difficulties with emotional problems.
R3 There was no difference between performance across mother tongues.	**R11** At least 75 percent of learners [based on self and teacher reports for girls and boys] reported normal with regard to emotional problems.
R4 There are differences with regard to ability to read by age such that as age increases learners' abilities to read increase.	**R12** According to learners, at least 75 percent reported normal with regard to conduct problems.
Numeracy	
R5 One-third of surveyed could not recognize numbers, two-thirds could recognize numbers and one in ten could perform addition/ subtraction.	**R13** Hyperactivity was not a problem of those surveyed either from the perspective of learners or teachers, reports were higher than 85 percent.
R6 If a child had attended pre-school they were less likely to not be able to recognize numbers.	**R14** Peer problems were the biggest problem for learners.
R7 Girls and boys performed similarly across all areas (recognition, addition/ subtraction etc.).	**R15** Approximately 70-80 percent of learner's report that they have social problems.
R8 Performance in numeracy was comparable across states, with surveyed in Gombe and Bauchi performing slightly better than Adamawa and Yobe.	**R16** In all states students report higher percentages in the normal category compared to the teachers.

Educating the IDP Learners: An On-Going Concern

Recently, many Internally Displaced Persons have begun re-settling back to their towns and villages since the Nigerian government began countering the Boko Haram insurgency. However, it will take time for people to fully recover from the physical and psychosocial losses that the displacement had inflicted on them.

Displacement always comes with challenges of poverty, insecurity and different shades of psychosocial disorientation. For children and youths, who unfortunately are usually in the majority, the displacement also brings abrupt disruption of educational activities of those in schools or other non-formal learning centers and further dims the hope of basic education for the out-of-school children. And for a region that already ranks among the least advantaged educationally in the country, this development does not portend well for Borno State, the hotbed of the crisis, and for the neighboring states of Bauchi, Gombe and Adamawa which have now become hosts to majority of the IDPs, and for the nation at large.

The Education Crisis Response (ECR) program, funded by the U.S. Agency for International Development (USAID), has reached out to thousands of displaced, out-of-school children and youth ages 6 to 17 with the much needed psychosocial services, in-class snacks and education in non-formal learning centers in partnership with local and state governments and community organizations.

The ECR program aims to provide learning and psychosocial support for some 54,000 displaced school-aged children and youths in the hope that through this, they will be able to rebuild their lives and have a prospect of a much brighter future. It provides reading and numeracy skill development for the learners as well as learning contents that can enhance their social and emotional competencies in the various learning centers spread across the four intervention states.

The ECR intervention will build on the foundation already laid in the first 18 months of programming and, in an ever-increasing manner, provide reading and numeracy skills as well as other coping skills for these vulnerable members of the society.

The Year 2 Baseline Assessment

The current assessment exercise is being carried out on the second cohort of IDP learners that entered the program February 2016. They will participate in the program for 9 months and be tested in September 2016 to determine if they can be mainstreamed into formal schools. At that same time, they their endline results will be compared. The assessment took place between February 1-6, 2016 in Adamawa, Bauchi, Gombe and Yobe states of north eastern Nigeria.

ECR elected to continue using the Annual Status of Education Report (ASER) to measure achievement level in reading and numeracy. The NAME (SDQ) was used to measure SEL competencies. These tools are included as an Annex to this document. The assessment team also used a field-designed observation instrument to measure learning facilitators' performance level. Enumerators were trained on each of these instruments as well as on the entire assessment protocol in a three-day training that preceded data collection from January 27-31, 2016.

This baseline assessment was meant to find out, among other things:

1. The social and emotional status of learners at baseline

2. If the learners were able to read at enrollment point, and if yes, at what level
3. If the learners were able to do basic mathematics when they enrolled, and if yes, at what level
4. The performance level of the learning facilitators (teachers) in the various learning centers

SEL Measurement Tool: Strengths and Difficulties Questionnaire (SDQ)

The SDQ is a brief behavioral screening questionnaire. It includes a 25-item questionnaire for completion by children, and an equivalent 25-item questionnaire for completion by the parents/caregivers and by teachers (learning facilitators) of these children. During this assessment, the learning facilitators completed for each learner in the sample, while a sample of parents/caregivers in the community completed the questionnaire.

The 25 items included statements that reference across four dimensions of common social-emotional deficits: 1) emotional symptoms, 2) conduct problems, 3) hyperactivity/inattention, 4) peer relationship problems; together with five items on prosocial problems. The test generated a total difficulties score that provided the indication of each child's general well-being status.

The SDQ scores can be used as a continuous variable or as a categorical variable. In this assessment and the ones in project year 1, we adopted its use as a categorical variable, with the scores categorized into 3 bands (normal, borderline, and abnormal). For the three-banded categorization, a total point score of 0-11 constitutes a score of "normal," 12-15 constitutes "borderline," and 16-40 constitutes "abnormal."

Reading and Numeracy

Quality and relevant reading and numeracy instruction is central to the teaching and learning process for IDP learners in this project. ECR's scope and sequence generated from ECR's enhanced non-formal education curriculum detailed what the learning facilitators should teach at any point in time, and how. The 'how' was provided in ECR's scripted lessons, which was provided for each learning facilitator's use in the learning centers. All of these tools are also provided for the mentor teachers who mentor the learning facilitators.

Reading and Numeracy Tool: Annual Status of Education Report (ASER)

The ASER is a survey designed to understand whether children are learning in schools (or non-formal learning centers). In using ASER tools to test reading ability, the children concerned are asked to read simple words/passages and do basic arithmetic. The ASER tools used for the current assessment had been used earlier in the first year of the project after some adaptation of the original tools. The adaptation included selection of items relevant to the Nigerian context, translation of the document into Hausa language and the inclusion/substitution of items where necessary. The performance of children in the reading test are used to categorize each child into only one of five hierarchical levels of reading. The levels are *zero level, letter, word, paragraph and story* levels. However, for the current assessment, another level of reading (i.e. *comprehension*) was added. This was done by instructing the enumerators to ask any learner who reads the story fluently a few questions with which the enumerator tests the learner's comprehension of what was read in the story.

Link between SEL and ASER

Social emotional learning, within the context of schools, involves promoting successful school performance and healthy development in learners. SEL programming is known to significantly

improve academic performance, according to Payton (2000)[1] '…findings suggest that SEL programming not only does not detract from academic performance but actually increases students' performance on standardized tests and grades." A meta-analytic review that included 317 studies of over 324,000 students who were compared to control groups, showed children participating in SEL programs demonstrated improvements in many competencies that included improved academic performance as described by Clarke, A. M. & Barry, M. M. in their paper 'The link between social and emotional learning and academic achievement". Thus SEL instruction and activities help in improving learning achievements of learners.

Scope of Work for Measuring SEL, Math & Literacy at Baseline for Second Cohort

Goal and Objectives

Goal: To measure the well-being status and math and reading learning for boys and girls attending the non-formal learning centers as the second year of the Education Crisis Response intervention project commences in Adamawa, Bauchi, Gombe and Yobe states of northern Nigeria.

Objectives: To conduct data collection to achieve a baseline set of information for the learning facilitators and for the status of girls and boys:

1. Using the SDQ and ASER tools for the collection of quantitative data on key indicators of SEL, math and reading of IDP boys and girls attending learning centers in Adamawa, Gombe and Bauchi States, in northern Nigeria.
2. Using the SDQ with IDP parents and/or caregivers to collect quantitative data on key indicators of social and emotional adjustment of their IDP children attending learning centers in Adamawa, Bauchi Gombe and Yobe States, northern Nigeria.
3. Using the classroom observation instrument to collect quantitative data on the activities and performance of learning facilitators in ECR established centers in Adamawa, Bauchi Gombe and Yobe States, northern Nigeria.

Research Methodology

The population for the study included all learners attending the 300 learning centers during the 2016 cohort in 26 LGAs in the four states of Adamawa, Bauchi, Gombe and Yobe. The study employed a representative sample of learners and centers, administering the ASER and SDQ tools to 25 learners in each learning center, and observed the learning facilitators teach a reading lesson.

The year 2 baseline surveyed 43 learning centers; 26 of which were non-formal learning centers for children (boys and girls) aged 6 to 17 years. These were selected on the basis of one per local government area. In addition, the sample included one girls' non-formal learning center for children (girls only) aged 6 to 17 years, one youth center (boys) and one adolescent girls' center from each of the four states. The sample also included the two centers run by CSACEFA in Bauchi and Gombe states as well as the centers for the physically challenged in Adamawa, Bauchi and Gombe states.

[1] J.W. Payton, et al., 2000

The sampling procedure entailed the randomized selection of one NFLC in each of the 26 project local government areas. Thereafter, one was chosen from each of 28 NFLCs (girls) in each state (10 in Yobe state); 28 AGLCs in each state (10 in Yobe state); and 28 YLC in each state (10 in Yobe state) randomly. The last stage was the inclusion of the CSACEFA NFLCs and the centers for the physically challenged in Adamawa and Gombe states. In all, 42 centers spread across the four project states (as shown in Table 1 below) constituted the sample for the year 2 baseline assessment.

Table 1: Distribution of Sampled Learning Centers across the States

STATE	NFLC	GLC	AGLC	YLC	CPC	CSACEFA	TOTAL
ADAMAWA	7	1	1	1	1		11
BAUCHI	7	1	1	1		1	11
GOMBE	7	1	1	1	1	1	12
YOBE	5	1	1	1	1		9
TOTAL	**26**	**4**	**4**	**4**	**3**	**2**	**43**

Data were from 25 learners (representing roughly 50%) from each of the 42 learning centers in the sample. The total sampled learners involved in the study were thus 1075. To select the learners, all learners in a particular center were listed and based on the calculation of an n^{th} number, 25 learners were selected in each learning center as appropriate. The process was demonstrated and simulated during the training of enumerators. The entire process in this design ensured a fair representation of all the children attending the centers and aged 6 to 17 years in all the intervention local government areas and States.

Assessment Instruments

In line with the approach adopted during the Year One assessment of the project, four research instruments were used to collect the data for this baseline assessment:

1. ASER Instruments
    a. Reading-Numeracy Assessment Tools (3 Types)
    b. Enumerators' Guide: Administering the ASER Reading Test
    c. Enumerators' Guide: Administering the ASER Numeracy Test
2. SDQ Instrument
3. Learners' Questionnaire
4. Classroom Observation Tool—Reading Lesson

ASER Instruments

ASER assessment tools are intended for oral administration on in-school or out-of-school children. The reading test is attempted by the respondents in Hausa. Since the ASER instruments (reading and numeracy tests) are meant to be used for rapid assessment survey, they are short in structure and are focused on assessing the respondents' basic reading and numeracy skills. This is with a view to providing data on the level of success already achieved in the first year of the project and for informed decisions on how to improve the various aspects of the intervention for increased success in the second year.

ASER Reading Test has 6 levels: zero, letters, words, paragraph, story and comprehension.

ASER Math Test has 6 levels: Zero, number recognition (1-9), number recognition (11-99), addition, subtraction, and division.

Administration of the Instruments

The ASER reading and numeracy tests were administered on all the sample children irrespective of their age. However, since the tests have different levels graded by difficulty, the performance of each child can be used to determine his/her reading or numeracy level.

The Reading Test

The ASER reading test has five levels: The comprehension level (highest), the story level paragraph level, word level, letter level, and zero level. The test begins with two easy paragraphs under *paragraph level*. The child is asked to read either of the two paragraphs. If the child reads the paragraph fluently and with not more than three mistakes, then the child is asked to read a longer text which is at a higher level of difficulty (tagged *story level*). A child that can read the story fluently is asked a few questions to demonstrate their understanding of the story. A child that is able to do this is on story level. A child that cannot read the *paragraph level* text fluently or makes more than three mistakes is given the *word level* task – the reading of words. If the child still cannot read four out of the five given words correctly, he/she is tested on recognition of letters. A child that cannot recognize letters is said to be at *zero (literacy) level*. A child that successfully performs a lower level task (e.g. letter recognition) is given another chance to try the immediate higher level task (word recognition) in order to fully ascertain his/her ability/inability to perform the task and place him/her at the correct level of reading ability.

The Numeracy Test

The ASER-numeracy test has six levels: division level (highest), subtraction level, addition level, recognition of 10-99 level, recognition of 1-9 level and zero level. The test has a similar format to the reading test. The test starts with a subtraction task (subtracting two-digit from two-digit with carry-over). A child that executes this task successfully is given a division problem (dividing three-digit by one-digit with remainder). However, if he/she fails the subtraction task, he/she is tested on addition. But if he/she succeeds, he/she is allowed to try the subtraction again; but if he/she still cannot do the subtraction successfully, he/she is taken to the recognition of two digit numbers (11 – 99). If the child succeeds in doing this, he/she is asked to try addition again. But if he/she does not solve the addition problem, this also proves difficult; the child is tested on recognition of one digit numbers (1 – 9). As is the case with the reading test, a child that successfully performs a lower level task (e.g. recognition of 10-99) is given another chance to try the immediate higher level task (addition) in order to fully ascertain his/her ability/inability to perform the task before he/she is placed at the correct level of numeracy ability. Copies of both the reading and the numeracy tests are available in appendix to this report.

Strengths and Difficulties Questionnaire (SDQ) Instrument

The Strengths and Difficulties Questionnaire (SDQ) is a behavioral screening tool. It consists of a 25-item questionnaire to be completed by, or on behalf of learners, and an equivalent 25-item questionnaire to be completed by the parents/caregivers and teachers of these children (see appendix for copies). The 25 items include statements that touch on the five competencies of the SEL curriculum, but do not map to it exactly. Instead, the test generates a total difficulties score that can be used to predict the child's general well-being status.

The five subscales are: Emotional Distress, Behavioral Problems, Hyperactivity and Attention Difficulties, Peer Interaction Difficulties, and Pro-Social Behavior. When the results of all the sub-scales, except for the pro-social scale, are added up, they give the Total Difficulties Scale of a child. Data collected from the administration of the tool on the children and their parents or caregivers are used to determine the SEL status of each learner. Below is a breakdown of the outcomes of the data obtained from the sampled children for each subscale, followed by a report the overall SEL status of each child based on the Total Difficulties Scale Score.

Scoring SEL Outcomes

As was the case in the Year 1 assessments, the project used the following methods to score overall SEL outcomes. It must be observed that all versions of the SDQ ask 25 questions sorted into 5 scales. Four of these are potential problem sources, and one is strength-related. Thus the Year 2 baseline SDQ (difficulty) scores range from 0-40, with pro-social behavior scale scores not included in the total score. The learning assessment with 1055 children used these subscales and scoring to determine any specific problems (using the problem prone scales) and strengths (using the pro-social scale) and the total difficulties score (leaving out the pro-social score) as the overall measure that can be compared, following the intervention period to determine changes in mental health/well-being. It is hoped that the intervention i.e. literacy, numeracy and particularly SEL competency building lessons, together with currently organized recreations activities in the centers will help to lower a child's overall total difficulties score.

Table 2: Categorization of Total Points on Each Sub-Scale

SUBSCALE (RATED 0-2 FOR EACH QUESTION, MAXIMUM SCORE OF 10)	**SCORE AND DESCRIPTION**	**NOTES**
Emotional symptoms subscale (Questions 1-5)	**Student/Parent report**: **0-3**: Normal behavior **4:** Borderline abnormal behavior **5-10:** Abnormal behavior	
Conduct problems subscale (Questions 6-10)	**Student/Parent or Teacher report**: **0-2**: Normal behavior **3:** Borderline abnormal behavior **4-10:** Abnormal behavior	Question 7 reverse scored*
Hyperactivity/inattention subscale (Questions 11-15)	**Student/Parent or Teacher report**: **0-5**: Normal behavior **6:** Borderline abnormal behavior **7-10:** Abnormal behavior	Questions 14 and 15 reverse scored*
Peer relationship problems subscale (Questions 16-20)	**Student/Parent report**: **0-2**: Normal behavior **3:** Borderline abnormal behavior **4-10:** Abnormal behavior	Questions 17 and 18 reverse scored*
Prosocial behavior subscale (Questions 21-25)	**Student/Parent or Teacher report**: **6-10**: Normal behavior	

SUBSCALE (RATED 0-2 FOR EACH QUESTION, MAXIMUM SCORE OF 10)	SCORE AND DESCRIPTION	NOTES
	5: Borderline abnormal behavior **0-4:** Abnormal behavior	
Total Difficulties Score = Sum of scores from questions 1-20 i.e. the problem-prone scales.	**Student/Parent report**: **0-13**: Normal behavior **14-16:** Borderline abnormal behavior **17 and above:** Abnormal behavior	Mean = 20

**Reverse scoring appears for some of the questions in each sub-scale, meaning that the 0=not true, 1 = somewhat true and 2=certainly true score are reversed for those positive questions.*

Total Difficulties Score

The total difficulties score, as described above provides an indication of the difficulty level of each child in the assessment. The score is generated by summing up the scores from all the scales except the pro-social scale. The resultant score ranges from 0 to 40 points. Even though, using these two amalgamated scales may be preferable to using the four separate scales in community samples, the summary of the scores will be provided in the different scales as these summaries of may add more value in high-risk samples (see Goodman & Goodman, 2009 Strengths and difficulties questionnaire as a dimensional measure of child mental health). Besides, it will also provide a description of the real problems i.e. whether they are emotional-related or conduct-related, etc. However, for the purpose comparison with end line, only the total difficulties scores will be used.

The Uses of the Strengths and Difficulties Questionnaire

There are many uses of the SDQ, however, ECR will focus on evaluating outcomes of the SEL learning content as a pre- and post-test design. The SDQ has been used in various contexts, often combined with other measures to determine child well-being. For example, in Uganda and a few other countries where some measures overlapped with local determinations of well-being, in particular 'being obedient'; frequency of 'fighting with other children'; 'playing alone, solitary' (p.16), it was used as indicators of well-being in primary aged children. The measure involves reports on the student completed by parents, teachers and self-reports for young people over the age of 11.

Using the SDQ as a "pre" and "post" test can be used to audit everyday practice (e.g. in the learning centers implemented by ECR) and to evaluate specific interventions such as the effectiveness of lessons on SEL for learners, compared over time. The current baseline data uses the SDQ interviews and ratings to determine emotional and behavioral difficulties that may be present and draw attention to learners who may need extra help or clinical support. The ECR project took a simple approach, administering this SDQ with children, teachers and parents/caregivers for a pre-test assessment completed at the beginning of the learning center classes (Baseline) in February 2016. Then, it will be repeated in September 2016 to compare results with endline. The resulting change will be recorded and used to determine effect over time.

A caution and limitation is that this simple approach does not establish how much the change is fully attributed to the intervention itself. Also, it is expected that, over time, there may be improvement even when children receive no intervention. Another limitation is that the measurement is not determining progress on the specific skills the SEL curriculum intends to

build, but rather, it provides a proxy, overall sense of mental health and wellbeing for each learner and shows changes (or not) in this status over time.

Learner Interview Instrument

A learners' interview instrument was given orally to learners after they had completed the ASER-reading and ASER-math tests. The purpose of the interview was to gather information about the home and learning centers' contexts that might explain learners' reading and math performance. For example, the learners were asked about their access to reading and instructional materials at home and at the centers (See Annex 1).

Classroom Observation Instrument

The reading classroom observation instrument has five major sections, representing five major parameters or domains of effective teaching and center administration. They are general teaching methods, instructional content, class activities, assessment and record keeping. The instrument provides a list of instructional strategies for teaching reading, engaging pupils, assessing pupil understanding, and providing feedback and corrective reinforcement. Observers recorded the observed reading lesson based on these parameters. Their record of the observation is done by recording the frequency of the behavior in each item using *never, some of the time or most of the time.*

Conduct of the Year 2 Baseline Assessment

Inspired by the successes recorded in our Year 1 assessments, the assessment team decided to continue with the use of the ASER tools. The ECR team worked to adapt, generate more items from the item bank and translate them in response to the local context and language.

Members from the Education Crisis Response project, Ministry of Education, and other research organizations participated in a three-day adaptation workshop held in Yola from January 28-30, 2016. The research teams looked closely at the individual items in each instrument in order to ensure content validity and reliability. The participants started the work of the instruments development by reviewing the objectives of the evaluation tasks requested for this project as stated in the scope of work. The participants reviewed the samples of instruments by ECR which were used in other similar projects as well as the Year 1 items provided to guide in item design. The final instruments for the current assessment were developed during the workshop. It was agreed by all participants to adapt the learner interview instrument questions from the early grade reading assessment instrument conducted in the Hausa language in May 2013 by Research Triangle Institute (RTI). All the reading passages and math questions in ASER-reading and ASER-math tests were developed/adapted by participants based on ASER tools developed in other African countries. The research team looked closely at the individual items in each instrument in order to ensure content validity and reliability. Attached in Annex 1 are the final instruments.

With the pilot testing over, the data collection exercise for the end line assessment took place in 43 non-formal learning centers across Adamawa, Bauchi, Gombe and Yobe states. At each center, the data collection team tested and interviewed students, observed classroom lessons, and have the learning facilitator complete the SDQ for each of the learners in the sample; and then administered SDQ for a sample of parents/caregivers within the vicinity of the learning center. The annual status of education report (ASER) tool was administered on learners in these

learning centers to measure their learning achievements in reading and numeracy. The Strengths and Difficulties Questionnaire (SDQ) was also administered on the learners to measure their social emotional learning well-being.

Findings

Demographics of Sample Population

A total of 43 learning centers were visited during the survey. Annex 4 provides a description of the sample. It includes the demographics such as participants by sex, distribution of participants by age, and language spoken in the home.

Main Results: Reading

What is the status of the learners' reading-related skills, attitudes and behaviors?

One indicator of achievement is the ability of students to read Grade 2-leveled texts, with some level of fluency. This incidentally is one of the project's indicators. Fluency is considered a proxy for broader reading comprehension. The ASER specifically assesses whether students can read individual letters, individual words, strings of text in sentences and paragraphs, and finally, whole stories with multiple paragraphs. Paragraph reading suggests a measure of fluency, and story reading serves as a proxy that students perform basic reading comprehension tasks with proficiency at Grade 2 level. In this Year 2 assessment, the assessment team added a layer of comprehension to the reading levels. Learners in the program generally possess very low literacy skills, overall. More than half of all those surveyed (a total of 56%) were unable to even recognize the letters of the alphabet, as shown below in Figure 1. A further 21% of the learners were only able to recognize the letters of the alphabet, while only 9% were able to read paragraphs and, or stories, with just 3% showing understanding of what is being read. The ability of children to read Grade 2 texts does increase with age, which results in nearly half of those at age 16 able to read Grade 2 level stories (see Figure 2).

Figure 1: Learners' Reading Level (Overall)

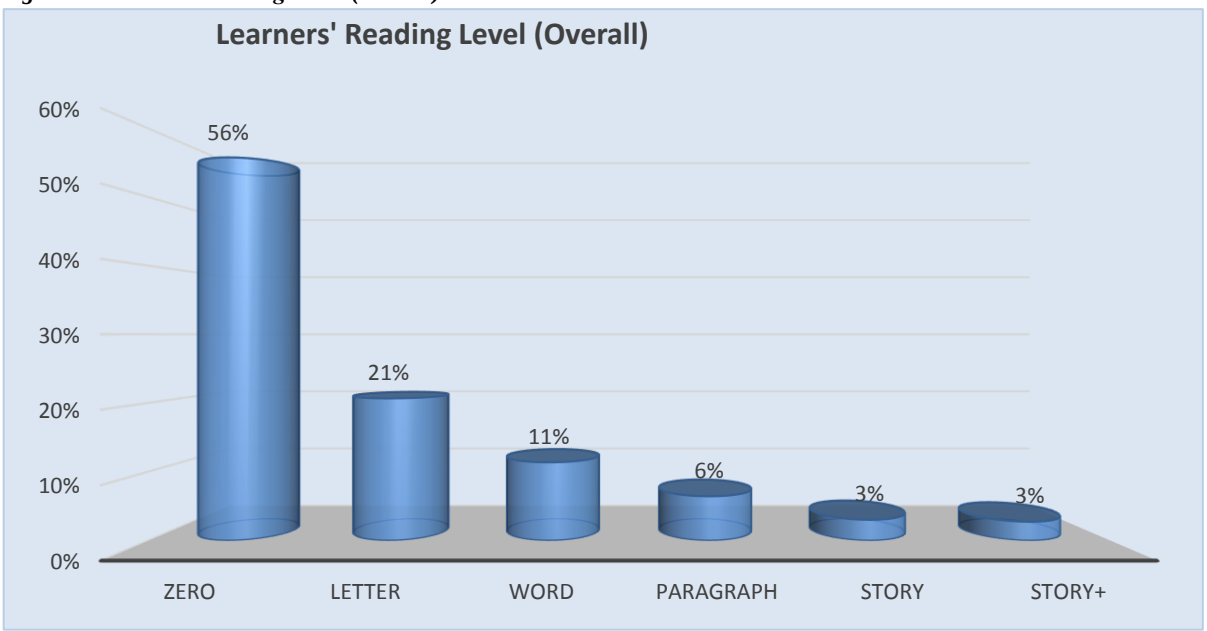


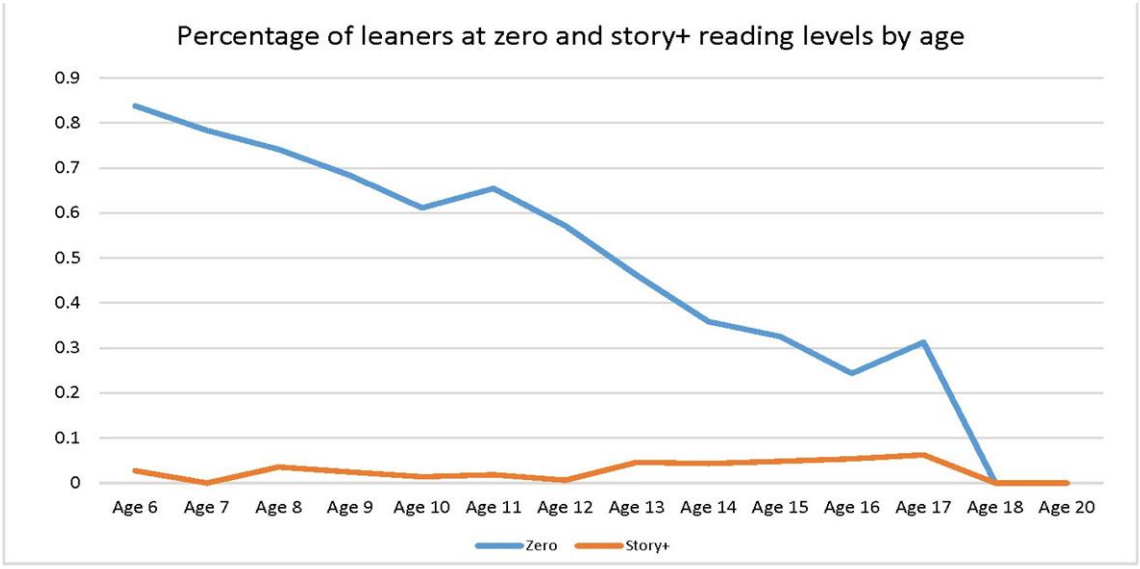
Table 3: Reading Levels of Learners by Language Spoken at Home

Reading Level	Hausa		Non Hausa	
Zero	456	56%	133	56%
Letter	158	19%	61	26%
Word	101	12%	20	8%
Paragraph	57	7%	11	5%
Story	24	3%	8	3%
Story+	23	3%	6	3%
Total	819	100%	239	100%

The trend or pattern is similar across the four project states as evident in Figure 3 below. It is the hope of the project that the programmatic activities (intervention) designed for the second year address this anomaly and have the learners being able to read and understand grade level texts.

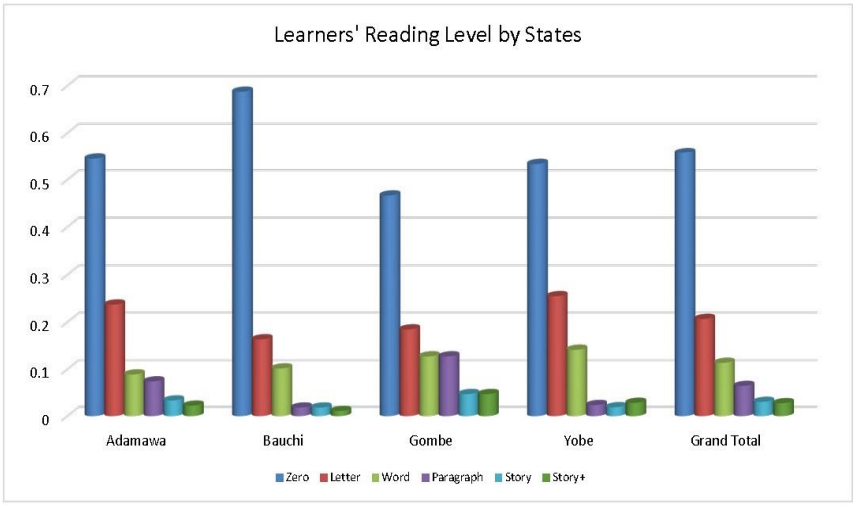
Apart from Gombe state, at least half of the learners sampled across states (54% in Adamawa, 69% in Bauchi 47% in Gombe and 53% in Yobe) had zero reading skills i.e. cannot recognize the letters of the alphabet.

Figure 2: Percentage of Learners at Zero and Story+ Level by Age



Over 30% of the remaining learners in Adamawa, Gombe and Yobe states were only able to recognize the letters of the alphabet or read words.

Figure 3: Learners' Reading Level by States



Because the reading test was developed in Hausa, it would be expected that non-Hausa native speakers could be at a disadvantage. However, this baseline assessment showed no significant differences in performance across mother tongues.

As shown in Figure 3, the percentage of students that could read Grade 2-level paragraphs and stories

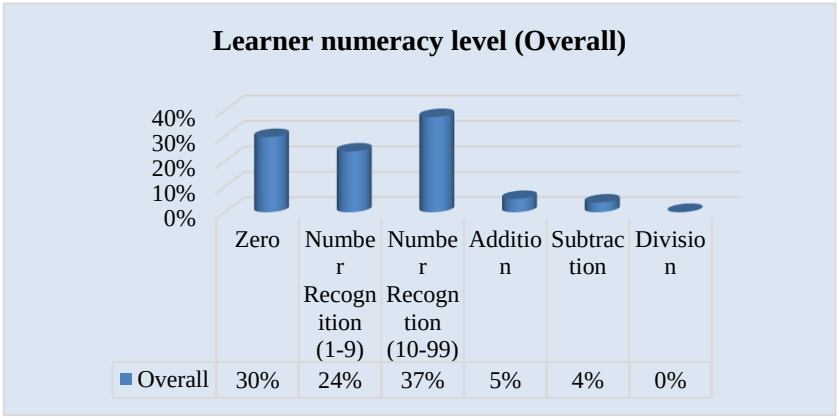
increased with learners' ages. Learners at age 8 – the typical age of Grade 2 students, could not read, and program participants did not get up to even 10% at any age level. The maximum proportion recorded was between 13 and 17 years where it was recorded that between 4% and 6% of the group was in the story+ level. In other words, only among learners at age 13 and above in our sample, was found at least 4% that could read at paragraph and story level.

Main Results: Numeracy

What is the status of the learners' numeracy-related skills?

The ASER numeracy assessment examines whether students recognize numbers 1-9, and then numbers 10-99, while also probing their abilities to perform addition with carrying, subtraction with borrowing and division with remainders operations with the numbers they recognize. These, by many standards, are the beginning indicators of being numerate. Low levels of numeracy are associated with number recognition, higher numeracy is associated with addition, subtraction and division. On the ASER assessment and in the Nigerian education system, division is considered an appropriate Grade 2-level competency.

Figure 4: Learner numeracy level



Overall, learners who are starting out in the program in this second beneficiaries (cohort) have, at baseline, low numeracy skills. As shown in Figure 4 (above), 30% could not even recognize numbers 1-9. A further 61% of the learners surveyed were merely about to recognize numbers 1-9 and 10-99. This means that only 9% of the learners surveyed were able to do simple addition and/or subtraction while only one out of the entire 1055 learners (representing 0%) was able to do division successfully. It is however instructive to note that the ability to count to 100 increased with age from about 25% at age 6 years old to about 70% and above in ages 13 to 17 years old.

Overall, 757 representing 72% of the respondents did not attend nursery or pre-primary school before while only 28% of them have attended nursery or pre-primary school before. What is instructive is that apart from the fact that over 30% of those who never attended pre-school before are on zero level against 20% of those who did, the trend of performance in numeracy does not show the anticipated disparity as there is no significant difference in the performance level of learners in these two groups. This is evident in the table below.

Table 4: Numeracy performance and previous attendance of Nursery or Pre-primary School

Numeracy	No	Yes	% of No	% of Yes	Total
Zero	251	61	33%	20%	312
Rec 1-9	178	74	24%	25%	252
Rec 10-99	265	130	35%	44%	395

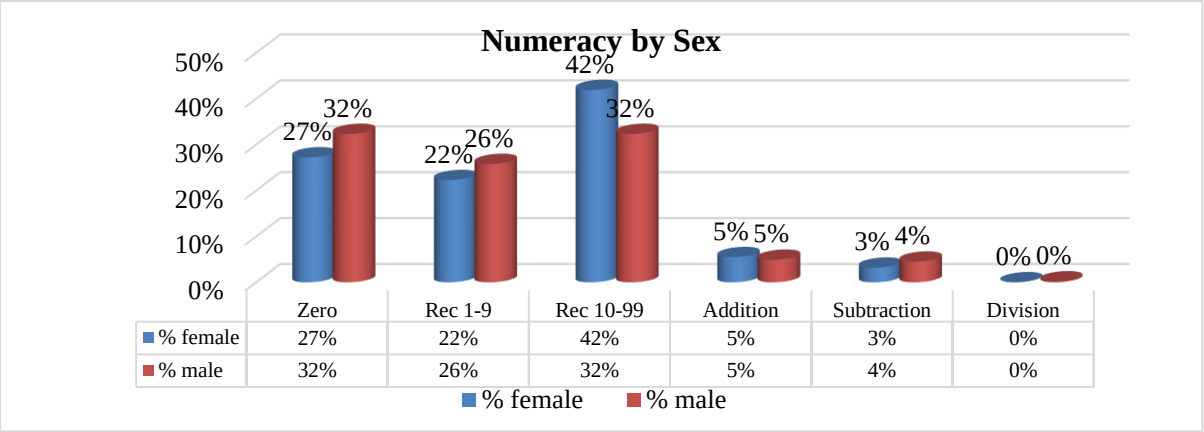
Addition	40	15	5%	5%	55
Subtraction	23	17	3%	6%	40
Division		1	0%	0%	1
Total	**757**	**298**	**100%**	**100%**	**1055**
	72%	**28%**			

Similar trend is observed when we considered whether learners are attending other centers of schools together with ECR learning centers. About 90% of the learners in each group are located on the lower three levels of zero, number recognition (1-9) and number recognition (10-99). This is comparable with their placement in the reading ability where about 86% and 90% of those who attend other centers and those who do not (respectively) are located in the lower three levels of zero, letter and words. What these are sowing to us is that their long stay out of school is negatively affecting their performance both in reading and in numeracy.

Gender

Overall, even though the difference is not significant, the girls could be said to have performed marginally better than the boys in the sample. However, more boys than girls are located in the second to the highest (subtraction) level. These are evident in Figure 5 (below).

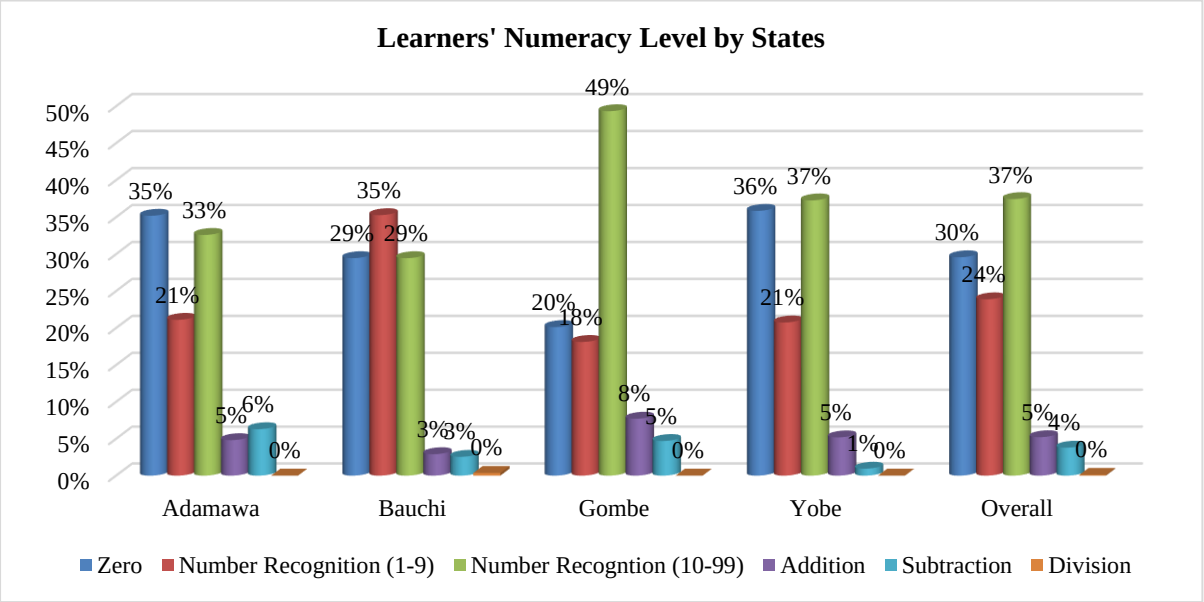
Figure 5: Numeracy by Sex



	Zero	Rec 1-9	Rec 10-99	Addition	Subtraction	Division
% female	27%	22%	42%	5%	3%	0%
% male	32%	26%	32%	5%	4%	0%

Even though the trend is comparable across the states and overall pattern, participants in Gombe and Bauchi could be said to be better than those in Adamawa and Yobe states (see Figure 6). Adamawa and Yobe states had the most learners at the zero level (35% and 36% respectively), while Gombe state had the greatest proportion of learners at addition and subtraction levels.

Figure 6: Learners' Numeracy Level by States



Main Results: Social and Emotional Well-Being

What is the social and emotional status of learners?

This section analyzes Social and Emotional Well-Being. See Annex 2 for additional disclosure information. Also, see textbox 1 for more information on SEL.

The "Total Difficulties" score is a composite score for each child at baseline. In order to arrive at a "Total Difficulties" score for each child, we added the four 'difficulties' sub-scales' scores (emotional symptoms, conduct problems, hyperactivity/inattention, and peer relationship problems sub-scales). First we will examine the sub-scales, then the Total Difficulties Scores. More information on the methodology can be found in the methodology section of the overall baseline report. Figure 7 (left) shows the average SDQ sub-scale scores based on the Learners' Survey. Figure 8 (below) shows the average SDQ sub-scale scores based on the Teachers' Survey.

Figure 7: Learner Survey

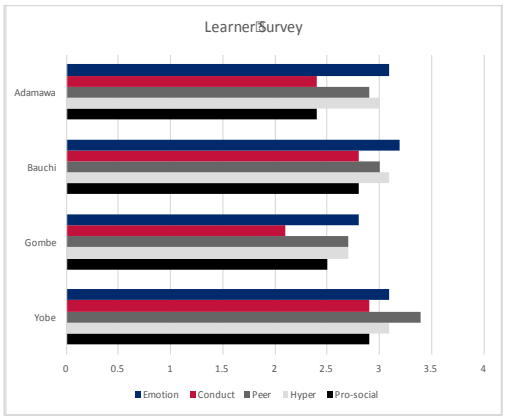


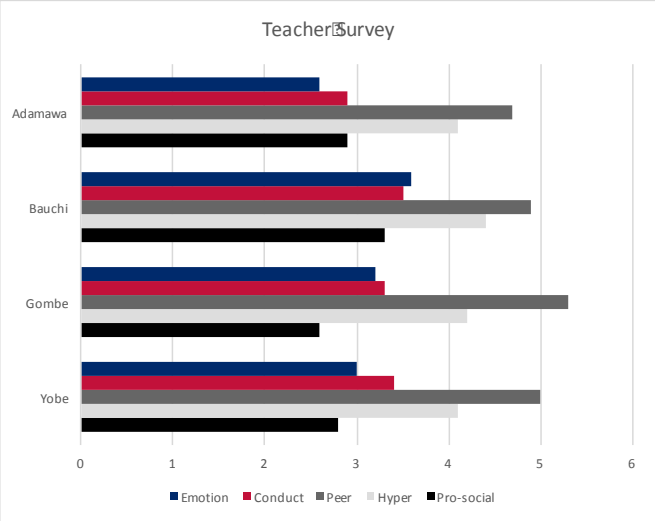
Table 5: Learner Survey (Average)

	Emotion	Conduct	Peer	Hyper	Social
Adamawa	3.1	2.4	2.9	3.0	2.4
Bauchi	3.2	2.8	3.0	3.1	2.8
Gombe	2.8	2.1	2.7	2.7	2.5
Yobe	3.1	2.9	3.4	3.1	2.9
Average	**3.1**	**2.6**	**3**	**3**	**2.7**

It is important to note that across all states Learners' self-report sub-scale scores were the lowest on the Conduct sub-scale (Ave = 2.6), whereas Teacher survey results show Emotional problems sub-scales as the lowest (Ave = 3.1 (with the exception of Bauchi). For the most part, sub-scale average scores are fairly consistent for each state across both the Teacher and Learner survey (hovering around an average of 3).

Peer problems are on average the highest sub-scale score according to teachers (Ave = 5), especially in Gombe (Ave= 5.3). According to learners' self-reports, peer problems generally scored lower (Ave = 3), although more prominent in Yobe (Ave= 3.4). Emotional problems are on average the highest sub-scale score according to Learners (Ave = 3.1), especially in Bauchi (Ave= 3.4). In general terms, teacher reported sub-scale scores were higher (Overall Ave = 4.6) than learners' (Overall Ave = 3.6) sub-scale scores.

Figure 8: Teacher Survey



In the charts below, learners' scores on each sub-scale are disaggregated by sex. The analysis is simplified to the classification of learners into normal, borderline and abnormal level based on the SDQ interval guides, which vary according to sub scales and teacher vs learner. Below are the score classifications into these three categories for learner and teacher surveys (source sdqinfo.org).

Table 6: State Average Point in Different Sub Scales (Teacher Survey)

State	Emotion	Conduct	Peer	Hyper	Social
Adamawa	2.6	2.9	4.7	4.1	2.9
Bauchi	3.6	3.5	4.9	4.4	3.3
Gombe	3.2	3.3	5.3	4.2	2.6
Yobe	3.0	3.4	5	4.1	2.8
Average	3.1	3.3	5	4.2	2.9

Table 7: Categorization of Total Points on Each Sub-Scale (Learners' Records)

Learners' Sub Scale	Normal	Borderline	Abnormal
Emotional symptoms subscale	0-5	6	7-10
Conduct problems subscale	0-3	4	5-10
Hyperactivity/inattention	0-5	6	7-10

Peer relationship problems	0-3	4-5	6-10
Total difficulties score	**0-15**	**16-19**	**20-40**
Pro-social behavior	6-10	5	0-4

Table 8: Categorization of Total Points on Each Sub-Scale (Teachers' Records)

Teachers' Sub Scale	**Normal**	**Borderline**	**Abnormal**
Emotional symptoms subscale	0-4	5	6-10
Conduct problems subscale	0-2	3	4-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4	5-10
Total difficulties score	**0-11**	**12-15**	**16-40**
Pro-social behavior	6-10	5	0-4

Emotional Problems Sub-Scale

Emotional problems are classified by questions on the SDQ related to having many worries, feeling unhappy, being nervous or clingy with others, holding many fears and having complaints of headaches, stomach aches and general illness.

Table 9: Classification of learners' level of emotional problems

	Learner Records		**Teacher Records**	
	F	**M**	**F**	**M**
Normal	74.5%	79.8%	76.8%	77.0%
Borderline	12.7%	10.7%	5.7%	6.3%
Abnormal	12.7%	9.4%	17.5%	16.7%
Total	**100%**	**100%**	**100%**	**100%**

Based on teachers' reports of learners (See Table 9), 76.8% of female learners are in the normal range and 77.0% of male learners were in the normal category. The trend was similar when analyzing the learners' self-report; 74.5% of female learners fell in the normal category and 79.8% male learners fell in the normal category. There is a slightly higher percentage of girls than boys reported in the abnormal level on the emotional problems sub scale, according to both learners' (12.7% / 9.4% F/M) and teachers' (17.5% / 16.7% F/M) reports.

Conduct Problems Sub-Scale

The conduct problems sub-scale asks about the ability to control one's temper, being disobedient, and fighting with other children. The questions ask whether the child loses his or her temper, being disobedient, whether they fight with other children, lying or cheating frequency and if a child steals or not.

Table 10: Classification of learners' level of conduct problems

	Learner Records		**Teacher Records**	
	F	**M**	**F**	**M**
Normal	77.7%	79.0%	41.7%	39.1%
Borderline	10.8%	8.2%	20.2%	27.3%

	Learner Records		Teacher Records	
	F	**M**	**F**	**M**
Abnormal	11.6%	12.9%	38.0%	33.6%
Total	100%	100%	100%	100%

Based on the results (See Table 10 above), 77.7% females and 79% males surveyed fell in the normal category, according to learner reports. On the other hand, 41.7% females and 39.1% males fell in the normal category, according to teacher reports. Conversely teacher records indicate 38% females and 33.6% males in the abnormal category. According to learner records smaller percentages were reported, 11.6% for females and 12.9% males, in the abnormal category.

Hyperactivity Sub-Scale

Questions in the hyperactivity sub-scale ask whether a child is restless or overactive, easily distracted and acting impulsively, constantly fidgeting and whether or not they have short attention spans.

Table 11: Classification of learners' level of hyperactivity problems

	Learner Records		Teacher Records	
	F	**M**	**F**	**M**
Normal	94.8%	96.6%	88.4%	86.1%
Borderline	3.6%	3.0%	10.1%	11.6%
Abnormal	1.6%	0.4%	1.5%	2.3%
Total	100%	100%	100%	100%

Hyperactivity difficulties (see Table 11 above) do not stand out prominently as affecting the surveyed sample. According to learners' reports, 94.8% females and 96.6% males fell in the normal category. According to teachers, 88.4% females and 86.1% males are located in the normal category. Only 0.4% males and 1.6% females fell in the abnormal category according to learners and only 1.5% females and 2.3% males fell in the abnormal category according to teachers.

Peer Problems Sub-Scale

The questions in the peer problems sub-scale ask whether a child plays alone and acts in a solitary manner, has no friends, whether he/she is not liked by other children, whether the child is picked on or bullied and if the child gets along better with adults.

Table 12: Classification of learners' level of peer problems

	Learner Records		Teacher Records	
	F	**M**	**F**	**M**
Normal	48.6%	44.2%	6.2%	9.3%
Borderline	37.8%	36.1%	41.2%	37.9%
Abnormal	13.5%	19.7%	52.6%	52.8%
Total	**100%**	**100%**	**100%**	**100%**

The results (See Table 12 above) show that according to teachers, 52.6% female and 52.8% male learners surveyed were in the abnormal category. According to learners' self-reports, 48.6% female and 44.2% male learners were in the normal category. It is interesting to note that teachers reported a higher percentage of abnormal levels and learners reported a higher percentage of normal levels on the peer problems sub-scale.

Pro-Social Sub-Scale

The pro-social sub-scale asks whether the child behaves in a way that is considerate of others' feelings, if he or she readily shares information, if the child is helpful in the event of someone being hurt, whether they are kind to younger children, and if they volunteer to help when needed.

Table 13: Classification of learners' pro-social behaviors

Category	Learner Records		Teacher Records	
	F	M	F	M
Normal	14.7%	10.3%	24.9%	14.1%
Borderline	4.8%	8.2%	5.4%	7.3%
Abnormal	80.5%	81.5%	69.6%	78.5%
Total	100%	100%	100%	100%

The results show (see Table 13 above) that between 80.5-81.5% of learners (according to learner reports) and between 69.6-78.5% of learners (according to teacher reports) have social problems; in other words, located in the abnormal level. According to both learner and teacher reports, the percentage of males in the abnormal category is slightly higher than the percentage of females.

Comparing Sub-Scale Results in the "Normal" Category

Figure 9. Percentage of learners in Normal Level

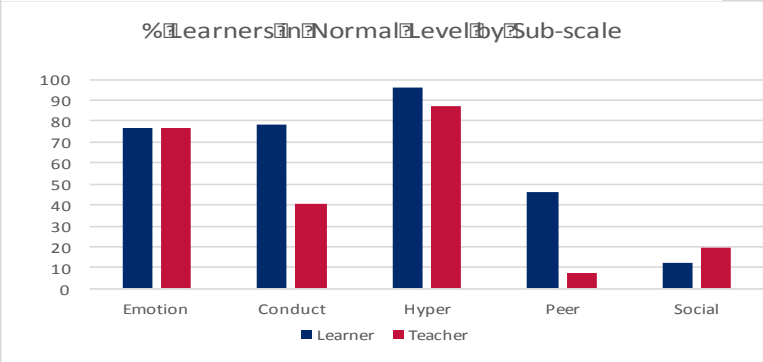


Table 14: Learners in Normal Level

Sub Scale	Learner	Teacher
Emotion	77.1%	76.7%
Conduct	78.3%	40.3%
Hyper	95.7%	87%
Peer	46.5%	7.7%
Social	12.6%	19.6%

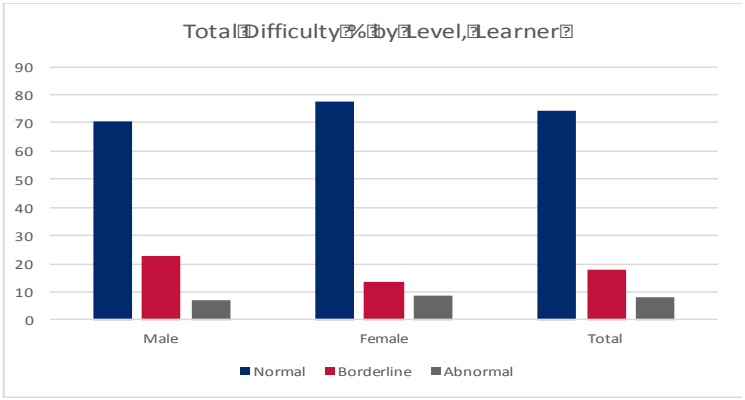
Figure 9 on the left shows a summary of the proportion of the learners that are located in the normal range on each of the sub-scales. This can show where the difficulties and strengths lie among learners.

According to the results, learners demonstrated the most "normal" results on the hyperactivity sub-scales (95.7%), while pro-social scales demonstrated the lowest percentage (12.6%) in the "normal" level. These findings confirm those presented above. According to teachers' responses, hyperactivity

problems are also the highest percentage in the "normal level (87%), whereas peer (7.7%) and pro-social (19.6%) scales had the lowest percentages in the normal level.

Total Difficulties

Figure 1: Total Difficulties, Learner Self-Report



For the purpose of this Year 2 baseline assessment, an overall difficulties score was calculated. These scores will be compared at end line, following the intervention period. The total difficulty score of the SDQ (range 0-40) is generated by summing scores from all the scales, with the exception of pro-social. Each score is grouped into 'normal', 'borderline' or 'abnormal' levels as identified in Figure 10 (above).

Table 15: Total Difficulties, Learner Report

Category	Male	Female	Total
Normal	70.4%	77.7%	74.2%
Borderline	22.7%	13.5%	18%
Abnormal	6.9%	8.8%	7.9%

According to learners' self-reports, 74% of learners have total difficulties scores in the normal range. However, according to teachers' reports, only 20% of students fell in the normal range (see Figure 11). According to learners, 18% (40% according to teachers) fell in the borderline range, while 8% (40% according to teachers) fell into the abnormal category. There appears to be similar percentages within categories for boys and girls. On average, approximately 25% of students fall into the borderline or abnormal range, according to learner self-reports.

Figure 21: Total Difficulties, Teacher

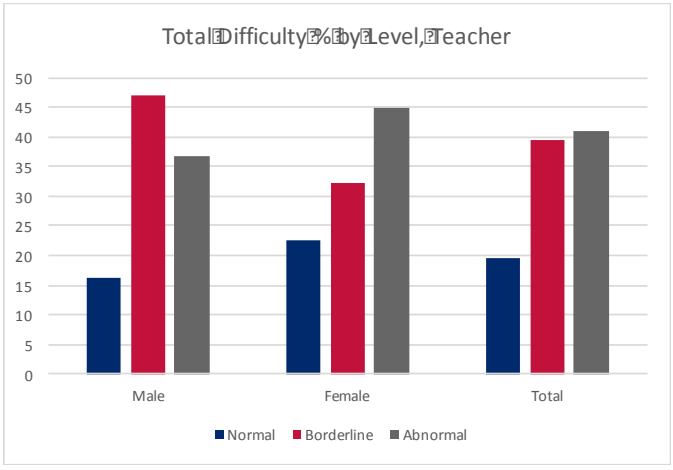


Table 16: Total Difficulties, Teacher Reports

Category	Male	Female	Total
Normal	16.2%	22.7%	19.5%
Borderline	47%	32.3%	39.6%
Abnormal	36.9%	44.9%	40.9%

States

Each of the four states of the ECR project has experienced varying levels of violence. As a result, learners may have been exposed different levels of potentially traumatic experiences (depending on both the state of origin and state of displacement), which is hypothesized to contribute to the total difficulties.

Figure 12: Total Difficulties, Adamawa

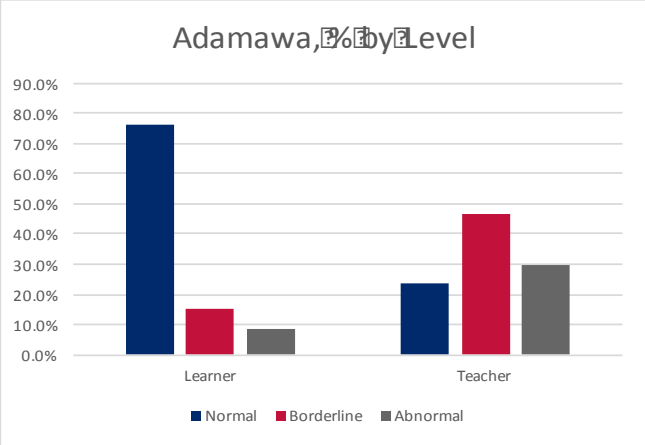


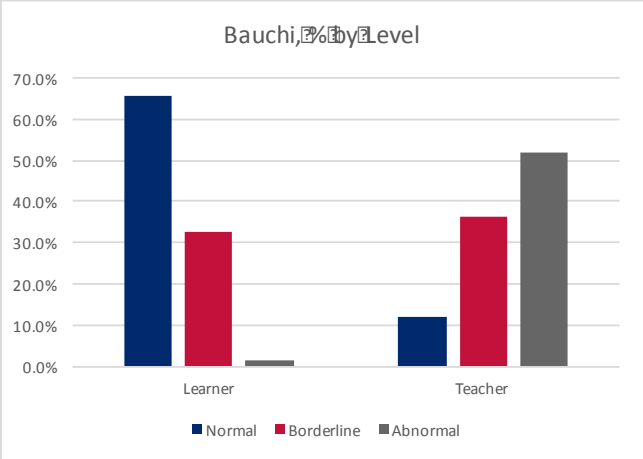
Figure 12 and Table 17 show the percentages of learners in each level (normal, borderline and abnormal) as reported by learners and teachers in Adamawa. According to learners' self-report, 76 percent are in the Normal category. Teachers reported only 24 percent of learners in the Normal category. Conversely, 30 percent of teachers reported learners in the Abnormal category, whereas only 8 percent of learners self-reported in the Abnormal category.

Table 17: Total Difficulties, Adamawa

Category	Learner	Teacher
Normal	76.4%	23.7%
Borderline	15.4%	46.7%
Abnormal	8.2%	29.6%

Figure 13 and Table 18 show the percentages of learners in each level (normal, borderline and abnormal) as reported by learners and teachers in Bauchi. According to learners' self-report, 67 percent are in the Normal category.

Figure 13: Total Difficulties, Bauchi



Teachers reported only 12 percent of learners in the Normal category. Conversely, 52 percent of teachers reported learners in the Abnormal category, whereas only 2 percent of learners self-reported in the Abnormal category.

Table 18: Total Difficulties, Bauchi

Category	Learner	Teacher
Normal	65.7%	12.1%
Borderline	32.8%	36.2%
Abnormal	1.5%	51.7%

Figure 34: Total Difficulties, Gombe

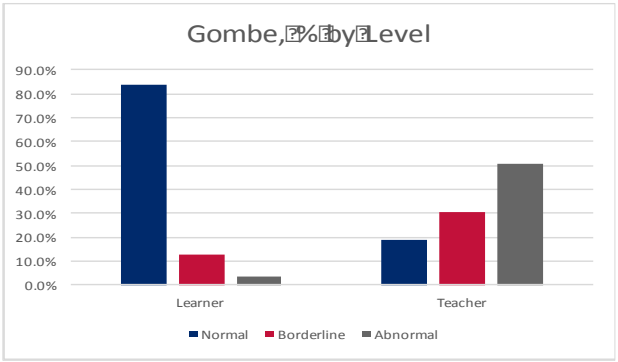


Figure 14 and Table 19 show the percentages of learners in each level (normal, borderline and abnormal) as reported by learners and teachers in Gombe. According to learners' self-report, 84 percent are in the Normal category. Teacher reported only 19 percent of learners in the Normal category. Conversely, 51 percent of teachers reported learners in the Abnormal category, whereas only 4 percent of learners self-reported in the Abnormal category.

Table 19: Total Difficulties, Gombe

Category	Learner	Teacher
Normal	83.7%	18.8%
Borderline	12.8%	30.3%
Abnormal	3.5%	50.9%

Figure 15: Total difficulties, Yobe

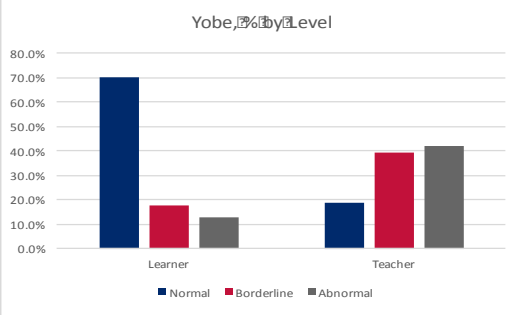


Figure 15 and Table 20 show the percentages of learners in each level (normal, borderline and abnormal) as reported by learners and teachers in Yobe. According to learners' self-report, 70 percent are in the Normal category. Teachers report only 19 percent of learners in the Normal category. Conversely, 42 percent of teachers reported learners in the Abnormal category, whereas only 13 percent of learners self-reported in the Abnormal category.

Table 20: Total Difficulties, Yobe

Category	Learner	Teacher
Normal	69.8%	18.7%
Borderline	17.4%	39.4%
Abnormal	12.8%	41.9%

Conclusion

The hypothesis is that after nine months of the ECR SEL intervention, at the endline survey, fewer learners will fall in the abnormal and borderline ranges and more learners will fall in the normal range, of the total difficulties score as well as each of the sub-scales. Since there remain needs, especially in the areas of pro-social behavior and peer interactions across all states, the intervention should emphasize development of those positive behaviors and interactions.

Textbox 1. What is Social Emotional Learning?

Social emotional learning (SEL) is meant to develop the interpersonal, emotional, and cognitive skills of an individual in order to help them succeed in life. It involves acquiring and effectively applying the knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2013a, 2013b). SEL can be taught as a subject or embedded in other school subject lessons like reading and mathematics in order to teach the students life skills that strengthen their capacity to engage in healthy social interactions, overcome challenges, better react to circumstances and events that impact their daily lives and to stay the course with ambitions. Both of these techniques of teaching SEL were used on the ECR intervention in Year 1, and found to be effective.

Summary of Results

This section provides a summary of results. It also includes an analysis and discussion of the results. This section follows the same order of the data and results reported in the full text of this document but consolidates them for analysis and interpretation. First, we summarize Reading, then Numeracy, and finally Social and Emotional Well-Being with a discussion related to all three areas.

It is important to note that as a "baseline" study the results are not reflective on project intervention. The quality of improvement and judgments/ assessment of the results will be better assessed when the project has been in full implementation for at least one academic year (although change is more likely to be detected with additional years of the intervention given uptake and behavior change by adult implementers as well as response by children/youth). It is also important to note that many of the children/ youth in this study have been out of school for three- four years prior to the ECR intervention.

Reading

Result 1. More than half (56%) of those surveyed could not recognize letters in the alphabet, approximately one-fifth were only able to recognize letters, while only 1 in 10 could read paragraphs/ stories.

Result 2. All project states reflect a similar picture with regard to reading and literacy. There are gains to be made with regard to improving reading, this should include identification of letters, the formation of words and ultimately continuous text. All states should have this aim.

Result 3. There was no difference between performance across mother tongues.

Result 4. There are differences with regard to ability to read by age such that as age increases learners' abilities to read increase.

We can hypothesize that either children are learning to read as they get older and/or those that are unable to master basic literacy skills are dropping out of school and as such older illiterate children/ youth are not in school/ nor included in the statistics, to date there are no differences by language should be mindful as proceed to ensure this equality remains.

Numeracy

Result 5. Nearly one-third (30%) of those surveyed could not recognize numbers, two-thirds could recognize numbers and 1 in ten could perform addition/ subtraction.

Result 6. If a child had attended pre school, he/she was more likely to recognize numbers, in other words there is an association between pre school and early learning opportunities and numeracy; we may also be confronting a selection bias issue as well.

Result 7. Girls and boys performed similarly across all areas (recognition, addition/ subtraction etc.) with girls performing only slightly higher than boys with no statistically significant differences detected. There are gains to be made with regard to improving numeracy, this should include identification of numbers, activities such as patterns and grouping, and

ultimately arithmetic operations. In addition, for the potential case for ECD and pre school, the non gender difference in numeracy should be maintained as the project is implemented

Result 8. Performance in numeracy was comparable across states, with surveyed in Gombe and Bauchi performing slightly better than Adamawa and Yobe.

SDQ/ SEL

Result 9. Of all four difficulties subscales (emotion, conduct, peer relationships and hyperactivity) learners reported the least difficulties with conduct; teachers reported students as the least difficulties in emotional problems.

Result 10. Conversely learners' self reports identified the most difficulties with emotional problems and teachers reported students as the most problems with peer relationships, it is important to note the differences in students' self perceptions and teachers perceptions.

Result 11. At least 75 percent of learners [based on self and teacher reports for girls and boys] reported normal with regard to emotional problems; defined as feeling unhappy, nervous, and fearful; this implies that approximately 25 percent are abnormal/ borderline with regard to these problems.

Result 12. According to learners, at least 75 percent reported normal with regard to conduct problems; defined as disobedient, fighting, not controlling temper. However, teachers' views were different, they only felt that approximately 40 percent were normal conduct, i.e. 60 percent were abnormal/ borderline.

Result 13. Hyperactivity was not a problem of those surveyed either from the perspective of learners or teachers; reports were higher than 85 percent.

Result 14. Peer problems were the biggest problem for learners; i.e. only between 44-48 percent self-surveyed reported as normal, the lowest percentage of all subscales; teachers reported over 50 percent as learners' peer problems as abnormal. These findings were consistent across states and gender.

Result 15. Approximately 70- 80 percent of learner's report that they have social problems [according to teachers/ learners], in other words that they do not behave considerately, are not helpful, nor volunteer to help when someone is in need.

Result 16. In Adamawa 76 percent are in the normal category according to learners and only 24 percent according to teachers; in Bauchi 66 percent are in the normal category according to learners and only 12 percent according to teachers; in Gombe 84 percent are in the normal category according to learner and only 19 percent according to teacher; in Yobe 70 percent are in the normal category according to learners and 19 percent according to teachers.

In conclusion, there were fewer reports of normal in Bauchi compared to Adamawa. In addition, the highest reports of normal in Gombe were according to learners, and the lowest reports of normal in Gombe were according to teachers. Lastly, in all states students report higher percentages in the normal category compared to the teachers.

Discussion

Comparisons between numeracy and literacy are difficult to make given their different nature. However, in terms of the most basic of skills within each, more children/ youth could not recognize letters versus those who could not recognize recognition of numbers (50 vs 30 percent). This may reflect exposure to numbers versus letters. The same percentage of children/ youth, about 10 percent, had functional literacy and numeracy.

It is also important to reiterate that in the same way there was no difference in literacy skills by language, there was no difference in numeracy skills by gender. Both of these findings are surprising according to general research trends and stereotypes.

Future research with regard to the relationship between academic performance in numeracy and literacy and SEL will be useful. All three areas (numeracy, literacy and SEL) showed no striking differences across states. Often we highlight differences, but it is also important to note when equity is maintained; this is with regard to location/ geography (states), gender, and language.

Annex 1: The Survey Instruments

2016 Baseline Assessment

Learners' Questionnaire

(Tambayoyin Gwada [abi'un Karatu na [alibai)

Instructions to Assessor

Ask the pupil each question verbally, as in an interview
Do **NOT** read the answer options to the pupil unless indicated to do so
Wait for the pupil to respond to each question, then tick the box (✓) that corresponds to his/her response

Name: _____ Sex (M/F): _____ Age: _____ yrs State of Origin: _____
(Surname first)

Non-Formal Center: _____ LGA: _____

Interview Questions		
Zanyi wasu 'yan tamboyoyi game da abin da ake yi a makaranta, da kuma a gida. Yi kokari ki/ka amsa tambayoyin gwargwadon iyawa. Daga murya don in ji ki/ka. Shirya?		
1	**Shekarun ki/ka nawa ne?** How old are you?	Shekaru (Years)……. ☐ Ban sani ba/Ba amsa (Do not know/No response): ☐
2	**Kin/Ka yi naziri ko rabin aji?** Did you go to a nursery school or pre-school?	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response): .. ☐
3	**Sai ki/ka fa]a mini ko malamin ka/ki yazo makaranta yau?** Okay tell me, is your teacher in learning center today?	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):….. ☐
4	**Shin, kin/ka ci abinci kafin ki/ka zo makaranta yau?** Did you eat before coming to learning center today?	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):…… ☐
5	**Ko kina/kana zuwa wata makaranta baya ga wannan? Gaya mini ko wace irin makaranta ce kike/kake zuwa.** Do you attend any other learning center besides this learning center? (IF YES): Please tell me the type of learning center you attend.	A'a (No):…….. ☐ I (Yes):…… ☐ Misali (Example)…… ☐
6	**Ko kin/ka yi fashin zuwa wannan makaranta makon jiya?**	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):…

	Were you absent from this learning center last week?	☐
7	**Ka/ki kan yi karatu kai/ke kaJai a makaranta** Do you do private/independent reading in your classroom?	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):…… ☐
8	**Shin Akwai wani mai yi miki/maka karatu kina/kana saurara a gida?** Does someone read to you and you listen at home?	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):….. ☐
9	**Shin a gida akwai mai taimaka miki/maka in kin/ka koma da aiki da aka ba ka/ki daga makaranta?** So tell me, does someone at home help you with your homework when you go back from school?	A'a (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):….. ☐
10	**Yaushe kike/kake karatu a bayyane wani na saurara a gida?** How often do you read out loud to someone at home?	Ban taba ba (Never)…….. ☐ Wani lokaci, (sometimes)…….. ☐ Kullum? (everyday)…… ☐ Ban sani ba/Ba amsa (Do not know/No response):….. ☐
11	**Wane yare ne kika/ka fi amfani da shi a gida?** What language do you speak most frequently at home?	Hausa…… ☐ Fulfulde (Fulani)…….. ☐ Ingilishi(English)…….. ☐ Sauransu (Others)…… ☐ Ban sani ba/Ba amsa (Do not know/No response):……. ☐
12	**Bayan littattafan da kake karatu dasu a makaranta, ko akwai littattafai, ko jaridu, ko wasu abubuwan karatu a gida?** Apart from your class books, are there books, newspapers or other materials for you to read at home?	A'af (No):…….. ☐ I (Yes):…… ☐ Ban sani ba/Ba amsa (Do not know/No response):….. ☐

Name of Assessor:_____ Signature and Date:_____

Gwajin Karatu – Na 1 (Reading Test – Type 1)

Labari (Story)

Abdul da Balki sun tafi kasuwa. Abdul ya ga mai sayar da mangwaro. Abdul yana da ku]i a aljihunsa. Ya sayi mangwaro ya ba Balki guda]aya. Sai ya soma shan mangwaron bai wanke ba. Abdul ya kamu da rashin lafiya, cikinsa na ciwo. Mamarsa ta kai shi wajen likita. Abdul ya samu lafiya.

Tambayoyi (Questions)

1. Wanne wuri Abdul da Balki suka tafi?
2. Me yasa Abdul rashin lafiya?

Jumloli (Paragraph)

Abokaina sun je kallon wasan }wallo ranar juma'a. Kan hanyar dawowa sun ga mahaya dawaki suna wasa. Dawakin sun sha ado sosai.

Jumloli (Paragraph)

Musa yana aiki a Gombe. Gombe gari ne mai cike da harkoki. Mutanen cikinsa nagari ne. Suna da kirki }warai.

Haruffa (Letters)

k	z	}	g	s
t	b	n	w	r

Kalmomi (Words)

ido	doya	wasa	zuma	kifi
]aki	giwa	ruwa	keke	gona

Number Recognition (1–	Number Recognition (10–	Addition (With Carrying)	Subtraction (With	Division (With
5 1 2 8 4 7 3 9	12 25 33 91 74 27 65 58 43 82	2 7 + 3 5 5 8 + 3 5 1 6 + 4 9 2 5 + 4 8 6 4 + 2 7	6 1 – 2 5 8 7 – 3 9 6 6 – 3 7 5 4 – 1 8 5 1 – 3 5	4) 5 1 7 5) 6 7 3 6) 7 6 7 3) 8 5 7
Ask the child to recognize any five numbers. AT LEAST 4 MUST be	Ask the child to recognize any five numbers. AT LEAST 4 MUST be	Ask the child to do any two addition problems. BOTH MUST be correct	Ask the child to do any two subtraction problems. BOTH MUST be correct	Ask the child to do any ONE division problem. IT MUST be correct

Gwajin Karatu – Na 2 (Reading Test – Type 2)

Labari (Story)

Bara an samu }arancin ruwan sama. Ba ruwa a koguna, tsirrai sun bushe. An sami }arancin abinci. Dabbobi ba su da isasshen ruwa. Bala yana noma a }auyen su. Yakan shuka kayan lambu, kamar masara da wake da dankali. Yana kuma dasa itatuwa. Itatuwa na ba da inuwa mai sanyi.

Tambayoyi (Question)

1. Me ya sa tsirrai suka bushe?
2. Me ya sa Bala ya ke son shuka itatuwa?

Jumloli (Paragraph)

Ali da Hassan abokai ne. Suna wasa tare kullum. Ali gwanin gudu ne. Yana cikin babban }ungiyar wasanni ta makaranta.

Jumloli (Paragraph)

Amina fara ce. Tana aji uku a makarantar su. Amina na son karatu da kiwo. Tana da }o}ari }warai da gaske.

Haruffa (Letters)

e s d f]

k h b j a

Kalmomi (Words)

aji	}ofa	jaka	wake	tuwo
lemo	wasa	hula	yaro	zaki

Number Recognition (1–	Number Recognition (10–	Addition (With Carrying)	Subtraction (With	Division (With
1 8 5 2 9 3 7 4	56 83 47 32 95 21 62 11 79 38	3 2 + 1 9 = ____ 4 8 + 2 7 = ____ 5 6 + 3 7 = ____ 6 3 + 1 8 = ____ 3 9 + 5 6 = ____	8 4 – 4 9 = ____ 5 6 – 3 7 = ____ 4 5 – 1 8 = ____ 8 5 – 2 7 = ____ 6 8 – 2 9 = ____	$3\overline{)526}$ $7\overline{)978}$ $6\overline{)877}$ $4\overline{)765}$
Ask the child to recognize any five numbers. AT LEAST 4 MUST be	Ask the child to recognize any five numbers. AT LEAST 4 MUST be	Ask the child to do any two addition problems. BOTH MUST be correct	Ask the child to do any two subtraction problems. BOTH MUST be correct	Ask the child to do any ONE division problem. IT MUST be correct

Gwajin Karatu – Na 3 (Reading Test – Type 3)

Labari (Story)

Musa da babansa sun tafi gona suna noma, sai Musa ya yanke da fartanya a }afarsa. Babansa ya]auke shi zuwa asibiti don samun magani. Likita ya ba shi magani har da sa ma shi bandeji. Suka dawo gida. Mamarsa ta kawo musu abinci. Mamarsa ta tausaya masa saboda ciwon da ya ji.

Tambayoyi (Questions)

1. Suwa suka tafi gona?
2. Me ya faru da Musa a gona?

Jumloli (Paragraph)

Muna da babban shago a }auyen mu. Yana kusa da hanya. Umar ne mai shagon. Yana sayar da sukari da madara.

Jumloli (Paragraph)

Shugaban kasa ya ziyarci makarantar mu ranar hutu. Mun yi masa wa}a mai dadi. Ya gaisa da]alibai, ya kuma gaisa da malamai.

Haruffa (Letters)

m s r u k

w f y ~ g

Kalmomi (Words)

uku gida yaro kare nama

noma baba rago mota kaji

Number Recognition (1–	Number Recognition (10–	Addition (With Carrying)	Subtraction (With	Division (With
6 9 4 1 7 3 2 8	76 52 94 43 72 68 35 16 83 27	5 6 + 2 5 7 6 + 1 5 4 7 + 3 4 3 8 + 5 5 2 9 + 4 3	6 4 – 1 8 9 0 – 6 7 4 5 – 2 6 6 3 – 2 4 5 2 – 2 7	$5\overline{)826}$ $6\overline{)767}$ $3\overline{)467}$ $7\overline{)871}$
Ask the child to recognize any five numbers. AT LEAST 4 MUST be	Ask the child to recognize any five numbers. AT LEAST 4 MUST be	Ask the child to do any two addition problems. BOTH MUST be correct	Ask the child to do any two subtraction problems. BOTH MUST be correct	Ask the child to do any ONE division problem. IT MUST be correct

Name:_____ **Sex (M/F):** _____ **Age:** _____ **yrs.**
(Surname first)

Gwajin Karatu – Na 1 (Reading Test – Type 1)

Labari (Story)

Abdul da Balki sun tafi kasuwa. Abdul ya ga mai sayar da mangwaro. Abdul yana da ku]i a aljihunsa. Ya sayi mangwaro ya ba Balki guda]aya. Sai ya soma shan mangwaron bai wanke ba. Abdul ya kamu da rashin lafiya, cikinsa na ciwo. Mamarsa ta kai shi wajen likita. Abdul ya samu lafiya.

Jumloli (Paragraph)

Abokaina sun je kallon wasan }wallo ranar juma'a. Kan hanyar dawowa sun ga mahaya dawaki suna wasa. Dawakin sun sha ado sosai.

Jumloli (Paragraph)

Musa yana aiki a Gombe. Gombe gari ne mai cike da harkoki. Mutanen cikinsa nagari ne. Suna da kirki }warai.

Haruffa (Letters)

k	z	}	g	s
t	b	n	w	r

Kalmomi (Words)

ido	doya	wasa	zuma	kifi
]aki	giwa	ruwa	keke	gona

Learner's Level:

- ☐ Zero
- ☐ Lette
- ☐ Wor
- ☐ Paragrap
- ☐ Story
- ☐ Story+

Assessor's Name: _____

Name:_____ Sex (M/F): _____ Age: _____ yrs.
(Surname first)

Gwajin Lissafi – Na 1 (Numeracy Test – Type 1)

Number Recognition (1–	Number Recognition (10–	Addition (With Carrying)	Subtraction (With	Division (With
5 1	12 25	27 + 35 =	61 − 25 =	[redacted]
2 8	33 91	58 + 35 =	87 − 39 =	
4 7	74 27	16 + 49 =	66 − 37 =	
3 9	65 58	25 + 48 =	54 − 18 =	[redacted]
	43 82	64 + 27 =	51 − 35 =	

Learner's Level: ☐ Zero ☐ Rec. 1-9 ☐ Rec. 10-99 ☐ Addition ☐ Subtraction ☐ Division

Assessor's Name: _____

Name:_____ **Sex (M/F):** _____ **Age:** _____ **yrs.**
(Surname first)

Gwajin Karatu – Na 2 (Reading Test – Type 2)

Labari (Story)

Bara an samu }arancin ruwan sama. Ba ruwa a koguna, tsirrai sun bushe. An sami }arancin abinci. Dabbobi ba su da isasshen ruwa. Bala yana noma a }auyen su. Yakan shuka kayan lambu, kamar masara da wake da dankali. Yana kuma dasa itatuwa. Itatuwa na ba da inuwa mai sanyi.

Jumloli (Paragraph)

Ali da Hassan abokai ne. Suna wasa tare kullum. Ali gwanin gudu ne. Yana cikin babban }ungiyar wasanni ta makaranta.

Jumloli (Paragraph)

Amina fara ce. Tana aji uku a makarantar su. Amina na son karatu da kiwo. Tana da }o}ari }warai da gaske.

Haruffa (Letters)

e s d f]

k h b j a

Kalmomi (Words)

aji }ofa jaka wake tuwo

lemo wasa hula yaro zaki

Learner's Level: ☐ Zero ☐ Rec. 1-9 ☐ Rec. 10-99 ☐ Addition ☐ Subtraction ☐ Division

Assessor's Name:_____

Name:_____ Sex (M/F): _____ Age: _____ yrs.
(Surname first)

Gwajin Lissafi – Na 2 (Numeracy Test – Type 2)

Number Recognition (1–	Number Recognition (10–	Addition (With Carrying)	Subtraction (With	Division (With
1 8	56 83	3 2 + 1 9 =	8 4 – 4 9 =	3 | 5 2 6
5 2	47 32	4 8 + 2 7 =	5 6 – 3 7 =	7 | 9 7 8
9 3	95 21	5 6 + 3 7 =	4 5 – 1 8 =	6 | 8 7 7
7 4	62 11	6 3 + 1 8 =	8 5 – 2 7 =	4 | 7 6 5
	79 38	3 9 + 5 6 =	6 8 – 2 9 =	

Learner's Level: ☐ Zero ☐ Rec. 1-9 ☐ Rec. 10-99 ☐ Addition ☐ Subtraction ☐ Division

Assessor's Name: _____

Name:_____ **Sex (M/F):** _____ **Age:** _____ **yrs.**
(Surname first)

Gwajin Karatu – Na 3 (Reading Test – Type 3)

Labari (Story)

Musa da babansa sun tafi gona suna noma, sai Musa ya yanke da fartanya a }afarsa. Babansa ya]auke shi zuwa asibiti don samun magani. Likita ya ba shi magani har da sa ma shi bandeji. Suka dawo gida. Mamarsa ta kawo musu abinci. Mamarsa ta tausaya masa saboda ciwon da ya ji.

Jumloli (Paragraph)

Muna da babban shago a }auyen mu. Yana kusa da hanya. Umar ne mai shagon. Yana sayar da sukari da madara.

Jumloli (Paragraph)

Shugaban kasa ya ziyarci makarantar mu ranar hutu. Mun yi masa wa}a mai dadi. Ya gaisa da]alibai, ya kuma gaisa da malamai.

Haruffa (Letters)

m s r u k

w f y ~ g

Kalmomi (Words)

uku gida yaro kare nama

noma baba rago mota kaji

Learner's Level: _____ **Assessor's Name:** _____

Name:_____ Sex (M/F): _____ Age: _____ yrs.
(Surname first)

Gwajin Lissafi – Na 3 (Numeracy Test – Type 3)

Number Recognition (1–	Number Recognition (10–	Addition (With Carrying)	Subtraction (With	Division (With
6 9	76 52	5 6 + 2 5 =	6 4 – 1 8 =	5 | 8 2 6
4 1	94 43	7 6 + 1 5 =	9 0 – 6 7 =	6 | 7 6 7
7 3	72 68	4 7 + 3 4 =	4 5 – 2 6 =	3 | 4 6 7
2 8	35 16	3 8 + 5 5 =	6 3 – 2 4 =	7 | 8 7 1
	83 27	2 9 + 4 3 =	5 2 – 2 7 =	

Learner's Level: ☐ Zero ☐ Rec. 1-9 ☐ Rec. 10-99 ☐ Addition ☐ Subtraction ☐ Division

Assessor's Name: _____

Education Crisis Response ECR

2016 Baseline Assessment
Classroom Observation Tool – Reading Lesson

Instruction to Observer
Please study the statements below and put a tick in the appropriate box to indicate whether each activity is observed in the class Most of the Time, Some of the Time or Never

Center Name: _____ LGA: _____

LF's Qualification: _____ LF's Sex: _____

Teacher or Learner Activity	Never	Some of the time	Most of the time
Teaching Methods: ***Teacher…***			
1. Presents the objectives of the lesson to learners at the beginning			
2. Uses instructional materials			
3. Uses the relevant scripted lesson			
4. Manages the time well			
5. Demonstrates good class control			
6. Responds to student questions			
7. Provides explanation if student(s) don't understand			
8. Gives classwork for students to practice			
9. Concludes lesson with summary of what was learned			
10. Praises or compliments students			
11. Criticizes, scolds, beats or punishes students			
12. Reads aloud to students			
13. Demonstrates reading or writing skills			
Instructional Content: ***Teacher guides students to….***			
14. Pronounce sounds of letters			
15. Write letters			
16. Associate words with letters			
17. Discuss meaning of vocabulary words			
18. Blend letter-sounds to form syllables and words			
19. Read printed material or book			
20. Answer questions or draw picture about meaning of text			
21. Create or write own texts (sentence or story)			
Class Activities: ***Students are….***			
22. Listening to teacher read out loud			

23. Reading out loud together (choral reading)					
24. Reading out loud to another student (paired reading)					
25. Reading independently (by him/herself)					
26. Asking questions from the teacher					
27. Answering teacher's questions					
28. Writing on blackboard, paper, in exercise book or slate					
Assessment: Teacher assesses student learning by….					
29. Asking questions during the lesson					
30. Monitoring/observing student activities as they work					
31. Listening to individual students read aloud					
32. Using a reading assessment tool					
33. Giving take home assignment to learners					
Record Keeping: Score the level of use accordingly	**NA**	**0**	**1**	**2**	**3**
34. Enrolment register					
35. Enrolment forms					
36. Service forms					
37. Learners attendance register					
38. School diary or record of work					
39. Time table					
40. (Rapid) Scope and Sequence					
41. Time book					
42. Mentor teacher's Log/Report					
43. Visitors book					
44. Inventory record					
45. Assessment record					
46. Health register					

NA: Not available

Name of assessor: _____

Education Crisis Response (ECR)
2016 Baseline Assessment
Tambayoyin Gwada]abi'u da Juriya – Na Malamai (Strengths and Difficulties Questionnaire-Teachers)

A kowane batu, ka/ki yi maki a cikin akwati da ya dace, ko ka gaya min wanda ya dace. Wato ***ba haka ba, kusan haka, tabbas haka***. Zai taimaka mana idan ka amsa mana dukkan tambayoyi da ke biye daidai. Ana bu}atar ka ba da amsar ka game da]abi'un]alibinka, a }alla daga wata shida da suka shu]e.

Sunan Yaro: _____ Jinsi: M F Shekarun Yaro: years

SN	*Statement*	*Magana*	*Ba haka ba Not true*	*Kusan haka Somewhat true*	*Tabbas haka Certainly true*
1.	Considerate of other people's feelings	Shin ya kan yi la'akari da yanayin wasu mutane?			
2.	Restless, overactive, cannot stay still for long	Ya kan rasa natsuwa har yayi }iriniya?			
3.	Often complains of headaches, stomach-aches or sickness	Yakan yi yawan fama da ciwon kai,ciwon ciki, ko rashin lafiya?			
4.	Shares readily with other children (treats, toys, pencils etc.)	Yakan yin wasa, ko chanza alkalaminshi da abokan sa.			
5.	Often has temper tantrums or hot tempers	Wani lokaci yakan yi fushi har yayi fa]a?			
6.	Rather solitary, tends to play alone	Mafi yawan lokaci yakan yi wasa shi ka]ai?			
7.	Generally obedient, usually does what adults request	Mafi yawan lokaci ya kanyi biyayya ga manya?			
8.	Many worries, often seems worried	Yakan shiga damuwa sosai yawanchin lokuta			
9.	Helpful if someone is hurt, upset or feeling ill	Yakan taimakawa wanda ya shiga damuwa ko bai da lafiya			
10.	Constantly fidgeting or squirming	Kowane lokaci yakan kasance cikin damuwa			
11.	Has at least one good friend	A }alla Yana da babban aboki guda]aya.			
12.	Often fights with other children or bullies them	Yana yawan fa]a da yara ko cin zalun su.			
13.	Often unhappy, down-hearted or tearful	Wani lokaci yakanyi ba}in ciki har da hawaye			
14.	Generally liked by other children	Sa'o'insa suna sonsa			
15.	Easily distracted, concentration wanders	Abu }an}ani ke]auke mishi hankali har ya sanya shi rashin ganewa.			
16.	Nervous or clingy in new situations, easily loses confidence	Sabon yanayi yakan tsoratar dashi har ya rasa }arfin guiwa.			
17.	Kind to younger children	Yakan kyautata wa kananan yara			
18.	Often lies or cheats	Ya kan yi }arya ko cuta			
19.	Picked on or bullied by other children	Wasu yara sukan ci zalinsa			
20.	Often volunteers to help others (parents, teachers, other children)	Ya kan taimaka wa wasu, iyaye, malamai da yara.			
21.	Thinks things out before acting	Ya kanyi tunani kafin ya aikata wani abu.			
22.	Steals from home, school or elsewhere	Ya kanyi]auke-]auke a gida, makaranta ko a wani waje			
23.	Gets on better with adults than with other children	Yakan fi sakewa da manya fiye da sauran yara			
24.	Many fears, easily scared	Yana yawan tsorata da fargaba			
25.	Sees tasks through to the end, good attention span	Yakan kammala aikinsa saboda yana maida hankalinsa akai.			

Parent/Teacher's Signature and Date): _____

Mun gode }warai

Education Crisis Response (ECR)
2016 Baseline Assessment
Tambayoyin Gwada [abi'u da Juriya – Na Iyaye
(Strengths and Difficulties Questionnaire-Parents)

A kowane batu, ka/ki yi maki a cikin akwati da ya dace, ko ka gaya min wanda ya dace. Wato ***ba haka ba, kusan haka, tabbas haka***. Zai taimaka mana idan ka amsa mana dukkan tambayoyi da ke biye daidai. Ana bu}atar ka ba da amsar ka game da]abi'un]aliban wannan makaranta, a }alla daga wata shida da suka shu]e.

SN	***Statement***	***Magana***	***Ba haka ba Not true***	***Kusan haka Somewhat true***	***Tabbas haka Certainly true***
1.	Considerate of other people's feelings	Shin ya kan yi la'akari da yanayin wasu mutane?			
2.	Restless, overactive, cannot stay still for long	Ya kan rasa natsuwa har yayi }iriniya?			
3.	Often complains of headaches, stomach-aches or sickness	Yakan yi yawan fama da ciwon kai,ciwon ciki, ko rashin lafiya?			
4.	Shares readily with other children (treats, toys, pencils etc.)	Yakan yin wasa, ko chanza alkalaminshi da abokan sa.			
5.	Often has temper tantrums or hot tempers	Wani lokaci yakan yi fushi har yayi fa]a?			
6.	Rather solitary, tends to play alone	Mafi yawan lokaci yakan yi wasa shi ka]ai?			
7.	Generally obedient, usually does what adults request	Mafi yawan lokaci ya kanyi biyayya ga manya?			
8.	Many worries, often seems worried	Yakan shiga damuwa sosai yawanchin lokuta			
9.	Helpful if someone is hurt, upset or feeling ill	Yakan taimakawa wanda ya shiga damuwa ko bai da lafiya			
10.	Constantly fidgeting or squirming	Kowane lokaci yakan kasance cikin damuwa			
11.	Has at least one good friend	A }alla Yana da babban aboki guda]aya.			
12.	Often fights with other children or bullies them	Yana yawan fa]a da yara ko cin zalun su.			
13.	Often unhappy, down-hearted or tearful	Wani lokaci yakanyi ba}in ciki har da hawaye			
14.	Generally liked by other children	Sa'o'insa suna sonsa			
15.	Easily distracted, concentration wanders	Abu }an}ani ke]auke mishi hankali har ya sanya shi rashin ganewa.			

16.	Nervous or clingy in new situations, easily loses confidence	Sabon yanayi yakan tsoratar dashi har ya rasa }arfin guiwa.			
17.	Kind to younger children	Yakan kyautata wa kananan yara			
18.	Often lies or cheats	Ya kan yi }arya ko cuta			
19.	Picked on or bullied by other children	Wasu yara sukan ci zalinsa			
20.	Often volunteers to help others (parents, teachers, other children)	Ya kan taimaka wa wasu, iyaye, malamai da yara.			
21.	Thinks things out before acting	Ya kanyi tunani kafin ya aikata wani abu.			
22.	Steals from home, school or elsewhere	Ya kanyi]auke-]auke a gida, makaranta ko a wani waje			
23.	Gets on better with adults than with other children	Yakan fi sakewa da manya fiye da sauran yara			
24.	Many fears, easily scared	Yana yawan tsorata da fargaba			
25.	Sees tasks through to the end, good attention span	Yakan kammala aikinsa saboda yana maida hankalinsa akai.			

Parent/Teacher's Signature and Date:

_____

Mun gode }warai

EDUCATION CRISES RESPONSE
2016 Baseline Assessment
MONITORING TOOL

Date of Visit_____

State_____ LGA_____

Name of Centre_____

Arrival Time _____

1. Have you met/seen the Field Officers?
   Yes ☐ No ☐ Not come to center at all ☐ Finish and go ☐ Finish and go ☐
2. Name of Enumerators: 1. _____
   2. _____
3. Observation activity at time of visit-
   Learners Test ☐ ☐ ☐
   Class Observation ☐ ☐
4. Level of cooperation of Facilitator, Sub grantee and Learners with the Enumerators
   Very Good (80%) ☐ ☐ Fair (40%) ☐ Fair (40%) ☐
   Poor (20%) ☐
5. Proportion of parents available for SDQ interview (approximately)
   Very Good (80%) ☐ ☐ Fair ☐ (40%) ☐
   Poor (20%) ☐

How would you rate the following?

Ratings (4 – Adequate, 3 – Satisfactory, 2 – Fair, 1 – Poor)

S/N	Items	Rating			
		1	2	3	4
1	Enumerators' knowledge and understanding of the instruments				
2	Enumerators and learners relationship				
3	Enumerators' use of community dialect to further explanation				
4	Learners' understanding on the instruments				
5	Facilitator's use of local language and scripted lesson (happen during the class observation with facilitator)				

Assessment General Process

S/N	Items	Rating			
		1	2	3	4
1.	How would you rate the overall process of the survey				
2.	How would you see the expertise of Enumerators				
3.	Enumerators observation on research ethics				

General Comment (Challenges and Way forward): _____

_____

Name of Monitor _____Rank_____

Address _____

Signature _____Time of completion_____

Annex 2: Disclosure

The purpose of this annex is to document and explain why the methodology, and specifically the classification of levels for the Strengths and Difficulties Questionnaire (SDQ), changed from baseline year 1 to baseline year 2.

Background

The Strengths and Difficulties Questionnaire is a brief behavioral screening questionnaire. It exists in several versions to meet the needs of researchers, clinicians and educators. Each questionnaire contains the following subsets: emotional symptoms, conduct problems, hyperactivity/ inattention, peer relationship problems and prosocial behavior. When the first four subsets with the exception of prosocial behavior are added together they create a total difficulties score.

Current classification

The continuous data for the five subsets and the total difficulties score is currently classified into the following levels. This is a standardized classification and available for use in international comparisons. The table below reflects both student and teacher assessments of students.

Learners' Sub Scale	**Normal**	**Borderline**	**Abnormal**
Emotional symptoms subscale	0-5	6	7-10
Conduct problems subscale	0-3	4	5-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4-5	6-10
Total difficulties score	**0-15**	**16-19**	**20-40**
Pro-social behavior	6-10	5	0-4

Teachers' Sub Scale	**Normal**	**Borderline**	**Abnormal**
Emotional symptoms subscale	0-4	5	6-10
Conduct problems subscale	0-2	3	4-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4	5-10
Total difficulties score	**0-11**	**12-15**	**16-40**
Pro-social behavior	6-10	5	0-4

Previous classification

The previous classification used by the project was modified to fit the data and context of Nigeria. Although there are benefits to interpretation and use of having the classifications designed for domestic use, moving forward NECR is interested in aligning to the original tool and current classifications.

Actions

First, data from year 1 was reclassified based on the new/ current cut points which align to the international standards. Then a revised report was written. See Annex 3. This allows for comparison of variables between year 1 and year 2.

In addition, data from year 2 was classified according to the new/ current cut points. The data and analysis contained in this Learning Assessment Year 2 Baseline report uses the new/ current internationally standardized classifications.

Conclusion

In conclusion, given the additional work to align Year 1 and Year 2 comparisons can be made. What's more comparisons can be made between Year 1 and other international SDQ assessments and in the same vein between Year 2 and other international SDQ assessments. Future assessments will document clearly the methodology and unless unforeseen reasons emerge, will also use the new/ current internationally agreed upon SDQ cut points/ classification.

Annex 3: Revised Y1 Analysis Based on the New/Official SDQ Categories

The purpose of this annex is to document and explain why the methodology, and specifically the classification of levels for the Strengths and Difficulties Questionnaire (SDQ), changed from baseline year 1 to baseline year 2.

Background

The strengths and difficulties questionnaire is a brief behavioral screening questionnaire. It exists in several versions to meet the needs of researchers, clinicians and educators. Each questionnaire contains the following subsets: emotional symptoms, conduct problems, hyperactivity/ inattention, peer relationship problems and prosocial behavior. When the first four subsets with the exception of prosocial behavior are added together they create a total difficulties score.

Current classification

The continuous data for the five subsets and the total difficulties score is currently classified into the following levels. This is a standardized classification and available for use in international comparisons. The table below reflects both student and teacher assessments of students.

Learners' Sub Scale	Normal	Borderline	Abnormal
Emotional symptoms subscale	0-5	6	7-10
Conduct problems subscale	0-3	4	5-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4-5	6-10
Total difficulties score	**0-15**	**16-19**	**20-40**
Pro-social behavior	6-10	5	0-4

Teachers' Sub Scale	Normal	Borderline	Abnormal
Emotional symptoms subscale	0-4	5	6-10
Conduct problems subscale	0-2	3	4-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4	5-10
Total difficulties score	**0-11**	**12-15**	**16-40**
Pro-social behavior	6-10	5	0-4

Previous classification

The previous classification used by the project was modified to fit the data and context of Nigeria. Although there are benefits to interpretation and use of having the classifications designed for domestic use, moving forward NECR is interested in aligning to the original tool and current classifications.

Actions

First, data from year 1 was reclassified based on the new/ current cut points which align to the international standards. Then a revised report was written. See Annex 3. This allows for comparison of variables between year 1 and year 2.

In addition, data from year 2 was classified according to the new/ current cut points. The data and analysis contained in this Learning Assessment Year 2 Baseline report uses the new/ current internationally standardized classifications.

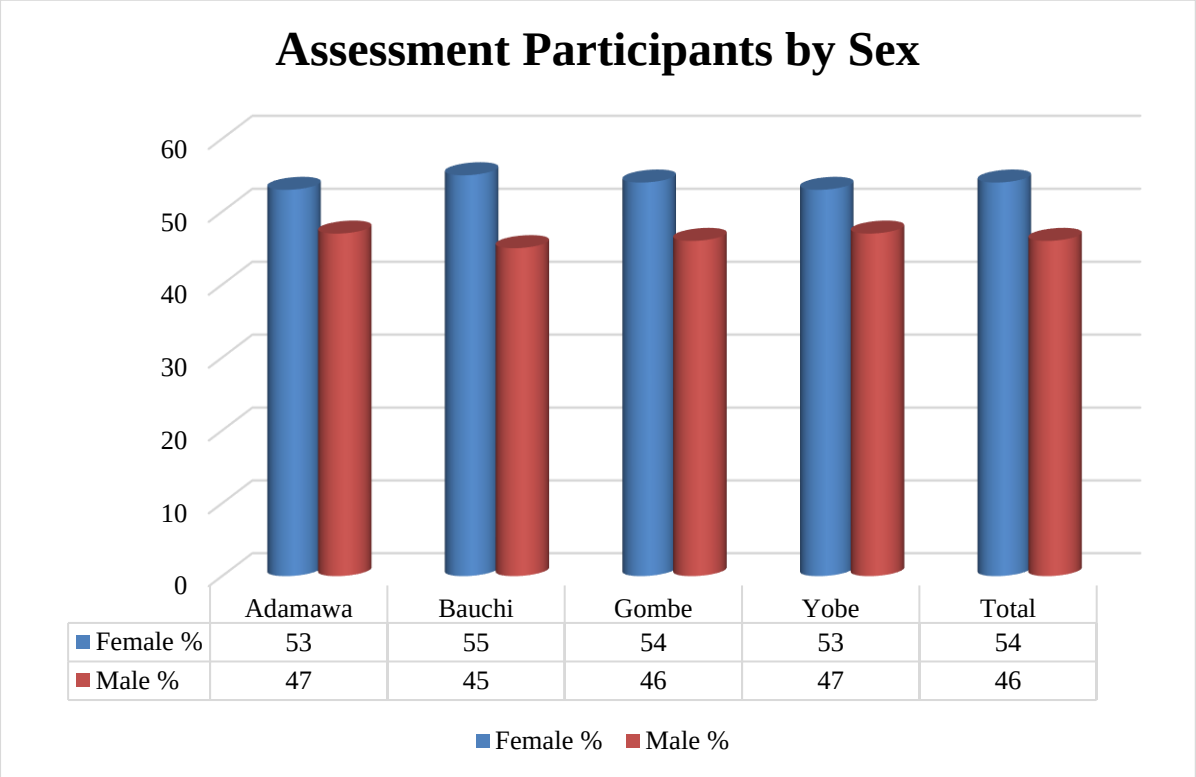
Conclusion

In conclusion, given the additional work to align Year 1 and Year 2 comparisons can be made. Comparisons can also be made between Year 1 and other international SDQ assessments and in the same vein between Year 2 and other international SDQ assessments. Future assessments will clearly document the methodology and unless unforeseen reasons emerge, they will also use the new/ current internationally agreed upon SDQ cut points/ classifications.

Annex 4: Demographics

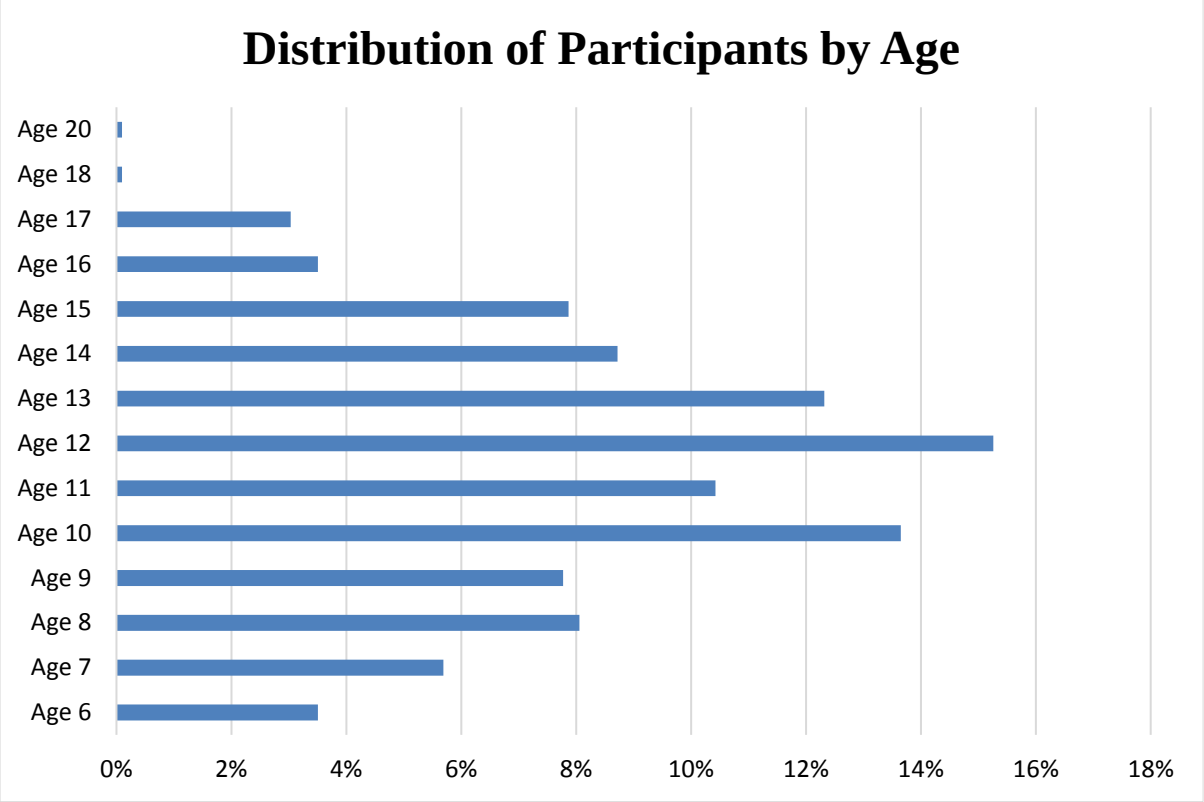
A total of 43 learning centers were visited during the survey. This represents about 11% of the entire 396 centers that were established in project year 2. The 43 learning centers were made up of 26 non-formal learning centers, four girls non-formal learning centers, four youth centers, four adolescent girls' centers, three centers for the physically challenges and two CSACEFA centers. The choice of all the centers that form the sample was made through randomization (by balloting) during the enumerators training. Twenty-five learners from each of the 43 centers were randomly selected. However, owing to absenteeism, only 1055 learners out of the expected 1075 learners were available and involved in the survey. This was because there were centers that had less than 25 learners present during the visit. Even though the randomization process did not privilege any gender, the distribution of the sampled learners by gender shows some skewness to the advantage of the female learners as the figure comprises 566 (54%) female learners and 489 (46%) male learners. Proportional distribution of the participants by sex, and across states are shown in Figure 16 (below).

Figure 16: Assessment Participants by Sex



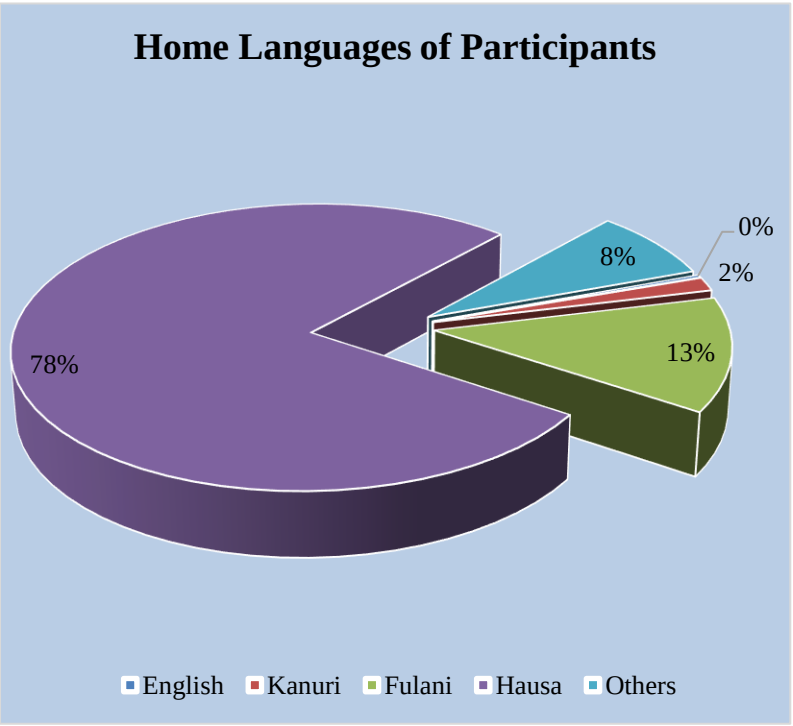
Distribution of the learning assessment participants by age shows that the ages of the 1055 participants ranged from 6 to 20 years old (see Figure 17). While the program was designed for children of ages 6 to 17 year olds, there were two people in the sample who were older than 17 – one 18 years old and the other 20 years old. These are 'out of age-range' learners taking part in classes with age appropriate learners. The initial report of the assessment has spurred the project operators into action on dealing with such cases.

Figure 17: Distribution of Participants by Age



The non-formal nature and adapted curriculum attracts various ages. However, the majority of the participants as seen in the graph above were between 8 and 15 years of age. Overall there were 679 between 6-13 years and 374 were between 13 and 17 years old. There were two youth who were over 17 years of age.

Figure 18: Home Languages of Participants



The languages spoken by participants is primarily Hausa at 78% of the total sample (see Figure 18). Fulani was the second most commonly spoken language at 13% of the total number of learners in the sample. Other local languages that are spoken by the participants, which constitute 8% include Miyyanchi, Bolewa, Karekare, Marghi, Waja, Bwatye, Mbula, Waja, etc. This language split reflects the overall program participants, majority of whom are Hausa speakers.